



Our Reception Curriculum



Underpinning Themes

A Unique
Child

Positive
Relationships

Enabling
Environment



Learning and Development

EYFS Themes

A Unique Child

Home visits
Family Links
Birthday Celebrations
Look What I can Do
My Learning Journey
My Ideas, Creations and Interests

Positive Relationships

Our Values
Belonging
School Community
Class Community
Group Community
My Teachers
People who help us
My Friends
Groups Outside School

Enabling Environments

Well planned and resourced indoor and outdoor spaces that promote independence and which encourage:

Learning and Development
Playing and Exploring
Active Learning
Creating and Thinking Critically





Prime Areas



Area	Strand	Children at the expected level of development will:
Personal, Social & Emotional Development	Self Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Communication & Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing



Specific Areas



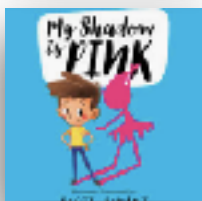
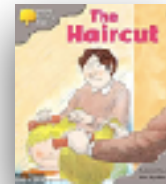
Area	Strand	Children at the expected level of development will:
Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Mathematics	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding The World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts	Creating With Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



Autumn 1 - All About Me



Core Texts



Unit	Mathematics
	Description
Early Mathematical Experiences	<ul style="list-style-type: none"> Classifying objects based on one attribute. Matching equal and unequal sets Comparing objects and sets ordering objects and sets
Pattern and Early Number	<ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Build counting into everyday routines Sing counting songs, play games and read stories that involve counting Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item
Numbers within 6	<ul style="list-style-type: none"> Numbers 1,2,3. Focus on the composition of numbers 1-6 before moving onto larger numbers Provide a range of visual models of numbers e.g. 6 as double 3 on a dice. Have a sustained focus on each number to 6: visual and practical displays Introduce 5 and 10 frames Conservation of number within 6



Autumn 1 - All About Me




Expected Band	Phonics
	Descriptor
N/A	<p>Baseline Phonics and Stage 1 phonics. Listening walks etc. Children will be taught phonics daily in their class groups focussing on: recap of phase 1: Listening and attention activities Learning speed sounds Oral blending and segmenting (Fred Talk) Word Time</p>
Topic	Physical Education
	Activities
Movement & Travelling Dance	<p>Baseline children PD and the PE lessons with West Lancs. and extra PE with large equipment. Focus on developing core strength, shoulder stability to promote good fine motor control.</p> <p>H+S - importance of listening and responding to instructions.</p>

Specialist Subjects	
Music	Outdoor Learning
<p>Mr Pritchard - belonging and harvest songs.</p> <p>Opportunities for music, singing and dance in continuous provision through role play and imaginative development.</p>	<p>Rules and Routines - familiarise children with the equipment we have in school. Promote sharing and turn taking etc.</p>

Religious Education - Hinduism			
Faith	Religious Stories	Religious Times	Religious Figures
<p>Christianity/ British Values Belonging - family, class community. What makes me special?</p>	<p>Harvest stories My Shadow is Pink (being different - still belonging)</p>	<p>Harvest celebrations - giving to the poor, giving thanks for the harvest. Celebrations in their own life.</p>	<p>Jesus</p>

Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
<p>Collections and properties of materials</p>	<p>Sequencing: My life so far</p>	<p>Knowing My School</p>	<p>New Beginnings Seeing themselves as a valuable individual</p>	<p>Self - portraits Exploring the craft area</p>

Trip	
	<p>Visit the Botanic Gardens to test Lego go karts down the disabled access ramp near the Fernery. - Link to The Go-Kart core text.</p>

Autumn 2 - Autumn Festivals

Core Texts



Unit	Mathematics
	Description
Subitise	<p>Numbers 4, 5, 0.</p> <p>Show small quantities of familiar patterns and random arrangements Put objects into 5 and 10 frames to familiarise children with the tens structure of the number system Prompt children to subitise first when enumerating groups of up to 4 or 5 objects.Count to check Encourage children to show a number of fingers all at once without counting.</p>
Measures	<p>Model comparative language using “than” and encourage children to use this vocabulary e.g. “this is heavier than that” Ask children to make and test predictions:“what if we pour the jugful into the teapot? Which holds more?”</p>
Shape and Sorting	<p>Provide high quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles as well as found materials Teach children to solve a range of jigsaws of increasing challenge.</p>



Autumn 2 - Festivals




Expected Band	Phonics
	Descriptor
Phase 2 There is an expectation that all pupils will be reading Ditties by the end of Autumn 2	<p>Pupils will be assessed on their phonic awareness and will be grouped across the year group for a programme of carefully structured RWI phonics lessons. The groups will be ability based and will be assessed regularly.</p> <p>Children will blend sounds into words so that they can read short words made up of known letter sound correspondences</p>

Topic	Physical Education
	Activities
Moving to music	<p>Music and movement lessons within seasonal themes Planned PE sessions with WLSP</p> <p>Large apparatus lessons weekly to continue to develop gross and fine motor development</p>

Specialist Subjects	
Music	Outdoor Learning
Mr Pritchard - Weekly lesson and singing Insights into new musical worlds Opportunities for music, singing and dance in continuous provision through role play and imaginative development.	Provide regular daily access to outdoor areas. Fully resourced to provide cross curricular learning in a range of outdoor environments including the field

Religious Education - Hinduism			
Faith	Religious Stories	Religious Times	Religious Figures
Christianity	Rama and Sita Naming different religious venues e.g. church, mosque	Diwali Christmas	Rama and Sita Jesus

Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
Explore the natural world around them Forces: push & pull	The local area, past and present	Where I live. My Community Knowing what a map is used for	Good to be me. Building constructive and respectful relationships.	Explore, use and refine various artistic effects Provide props for imaginative play

Trip	
	<p>Marshside RSPB Hide</p> <p>Autumn walk in Botanic Gardens</p> <p>Farmer Ted's Farmer Christmas</p>



Spring 1 - Oi!



Core Texts



Unit	Mathematics Description
Numbers within 10	<p>Numbers 5, 6, 7. Explore the composition of numbers to 10 Model conceptual subitising: "there are 3 here and 3 here, so there must be 6" Emphasise the parts within the whole: "there were 8 eggs in the incubator, 6 have hatched and 2 haven't"</p>
Addition and Subtraction within 10	<p>Early Doubling activities Plan games which involve partitioning and recombining sets Use stories and rhymes to make predictions about outcomes if one is added or taken away Provide staircase patterns which show that the next number includes the previous number plus 1. Spot and use opportunities to apply number bonds.</p>
Count beyond 10	<p>Count verbally beyond 20 pausing at each multiple of 10 to draw out the structure. Provide images such as number tracks, calendars and hundred squares Money and Time</p>



Spring 1 - Oi!



Expected Band	Phonics
	Descriptor
Phase 3 Most if not all children should be on pink band books	<p>Pupils will continue to be assessed on their phonic awareness and will be grouped across the year group depending on their ability. They will follow a carefully structured progression of phonics lessons on a daily basis.</p> <p>Children will read some letter groups that each represent one sounded say the sound for them</p> <p>Children will read a few common exception words matched to the read write inc programme.</p>
Topic	Physical Education
	Activities
	<p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Planned PE sessions with WLSP</p> <p>Large apparatus lessons weekly to continue to develop gross and fine motor development</p>

Specialist Subjects	
Music	Outdoor Learning
<p>Sing in a group or on their own increasingly matching the pitch and following the melody</p> <p>Explores instruments and is beginning to name them.</p>	<p>Teachers to enhance with additional resources linked to Oi stories to encourage writing, verbal recounts and role play.</p>

Religious Education - Special Times			
Faith	Religious Stories	Religious Times	Religious Figures
<p>Articulating what others celebrate and begin to explain their understanding</p>	<p>Chinese New Year</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Chinese Zodiac</p>

Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
<p>Describe things they have seen outside including plants and animals.</p> <p>Gravity & Magnetism</p>	<p>Compare and contrast characters from stories including figures from the past.</p>	<p>Draw information from a simple map.</p> <p>Can identify differences in homes in other countries</p>	<p>Friendship</p> <p>Expressing feelings and considering the feelings of others</p>	<p>Colour mixing Activities</p> <p>Different joining techniques.</p>

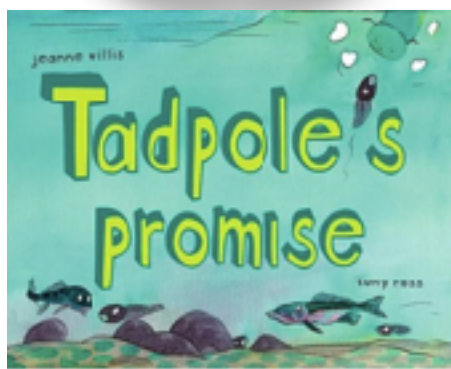
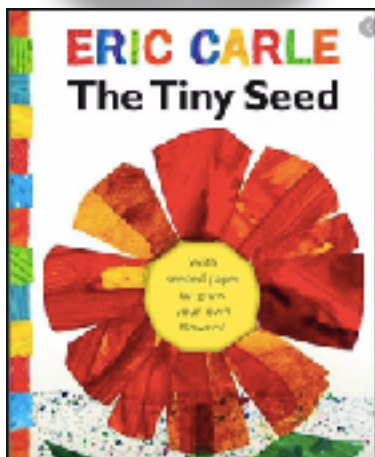
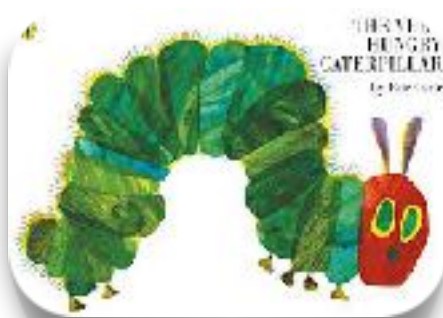
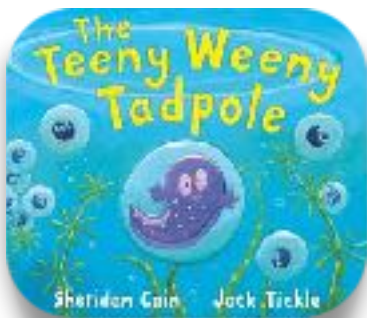
Trip	
	<p>Botanic Gardens:</p>



Spring 2 - Growth and Life Cycles



Core Texts & Traditional Tale



Unit	Mathematics
	Description
Comparing Numbers	<p>Numbers 7, 8, 9, 10</p> <p>Use vocabulary “more than” “less than” fewer” “the same as” “equal to” Encourage the children to use these words too.</p> <p>Provide collections, starting with a very different number of things, include more small things and fewer large things, spread them out and bunch them up to draw attention to the number, not the size of things or the space they take up, include groups where the number of items is the same.</p>
Numbers within 20	<p>Provide images such as number tracks, calendars and hundred squares indoors and out so children become familiar with 2 digit numbers and can spot patterns within them</p> <p>Introduce doubling and halving and the relationship between them</p> <p>Halving, doubling and sharing.</p>
Linking number symbols with cardinal number values	<p>Display numerals in order alongside dot quantities and ten frame arrangements.</p> <p>Play card games such as snap or matching pairs with cards where some have dot arrangements and some have numerals</p>



Spring 2 - Growth and Life Cycles



Expected Band	Phonics
	Descriptor
Phase 3	Pupils will continue to be assessed on their phonic awareness and will be grouped across the year group to continue their programme of carefully structured daily RWI phonics lessons. These groups will be ability based. Children will read simple phrases and sentences made up of words with known letter/sound correspondences and, where necessary a few exception words. Continue to use 5 a day reading to build up confidence in word reading, fluency, understanding and enjoyment.
Topic	Physical Education
	Activities
Revise and Refine fundamental movement patterns	<p>Structured/planned PE sessions with WLSP</p> <p>Apparatus PE lessons weekly</p> <p>Create situations which demand a range of movements to build increased core strength and shoulder stability</p> <p>Continuously check how children are holding pencils, scissors, knives and forks</p>

Specialist Subjects	
Music	Outdoor Learning
<p>Music and Singing lessons with Mrs Pritchard. Seasonal songs and action rhymes.</p> <p>Talks about how music makes them feel.</p> <p>Is able to name a wide variety of instruments e.g chime bars, glockenspiels and xylophones</p>	<p>Seasonal awareness activities.</p> <p>Planting and growing.</p>

Religious Education - New Life			
Faith	Religious Stories	Religious Times	Religious Figures
Christianity	<p>The Easter Story</p> <p>Can comment on pictures of a range of different celebrations</p>	Easter	Jesus

Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
<p>Name and order the seasons</p> <p>Name and describe some plants.</p> <p>Talk about life cycles.</p>	<p>The past: including homes, schools and transport</p>	<p>Knowing that the UK is made up of 4 countries and naming them,</p> <p>Know at least 1 other country</p>	<p>Changes Resilience and perseverance</p>	<p>Build on prior learning, refining ideas and developing skills</p>

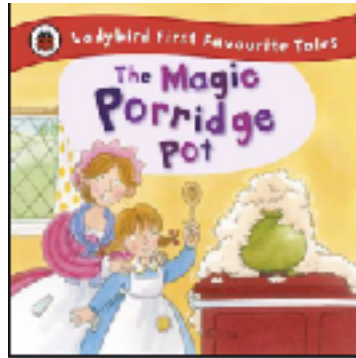
Trip	
	<p>Martin Mere??</p> <p>Link to Spring/New life/frog spawn/ducklings</p>



Summer 1 - Once Upon a Time



Core Texts & Traditional Tale



Unit	Mathematics
	Description
Count beyond 10	<p>Numbers 10, 11, 12, 13, 14, 15</p> <p>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure e.g. when playing hide and seek or to time children getting ready for PE.</p>
Number symbols and cardinal number values	<p>Discuss different ways children might record quantities (e.g. scores in games) such as tallies, dots and using numeral cards.</p>
Number bonds 0-10	<p>Spot and use opportunities for children to apply number bonds.</p> <p>Use 5 and 10 frames and talk about how many spaces are filled and unfilled.</p> <p>Halving, doubling and sharing</p>



Summer 1 - Once Upon a Time



Expected Band	Phonics
	Descriptor
Phase 3 and beyond	Pupils will continue to be assessed on their phonic awareness and will be grouped across the year group to continue their programme of carefully structured daily RWI phonics lessons. These groups will be ability based. Form lower case and capital letters correctly. Spell words by identifying and segmenting sounds.

Topic	Physical Education
	Activities
Body strength and co-ordination	<p>Structured/planned PE sessions with WLSP Apparatus PE lessons weekly Replicates dances and performances.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future Physical education sessions and other disciplines including dance gymnastics, sport and swimming.</p>

Specialist Subjects	
Music	Outdoor Learning
<p>Music and Singing lessons with Mrs Pritchard. Seasonal songs and action rhymes. Knows how to use a wide variety of instruments Selects own instruments and plays them in time to music.</p>	<p>Understand and comment on the effect of the changing seasons on the world around them</p>

Religious Education			
Faith	Religious Stories	Religious Times	Religious Figures
Christianity	<p>Jesus as a healer (linked with doctors & nurses) Noah</p>	<p>To appreciate the wonder of creation and the world around us.</p>	Noah

Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
<p>Understand the effects of the seasons on the natural world Floating and sinking</p>	<p>Comment on familiar situations in the past. Different occupations.</p>	<p>Recognise that some environments are different to the one in which they live.</p>	<p>Becoming independent and managing their own needs socially and emotionally</p>	<p>Draws & paints with detail. Can add white or black to alter shade or tint.</p>

Trip	
	<p>Expedition Churchtown 1</p> <p>Draw children's attention to the immediate local environment, introducing and modelling new vocabulary where appropriate. Offer opportunities for children to draw simple maps of their local environment or maps from imaginary story setting they are familiar with.</p>



Core Texts & Traditional Tale



Unit	Mathematics
	Description
Number ELG	Numbers 16,17, 18, 19, 20 Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts
Numerical Patterns ELG	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns without numbers up to 10, including events and odds, double facts and how quantities can be distributed equally Money, time, shape Halving, doubling, sharing.



Summer 2 - Once Upon a Time



Expected Band	Phonics			
	Descriptor			
Phonics Word reading ELG	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p> <p>Write short sentences with word containing known letter sound correspondences using capital letters & full stops. Re-read to check that it makes sense.</p>			
Topic	Physical Education			
	Activities			
Gross & Fine Motor skills ELG	<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate balance, strength and co-ordination when playing. Move energetically: Running, jumping, climbing, dancing, hopping and skipping</p> <p>Fine Motor: Hold a pencil effectively preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing.</p>			
Specialist Subjects				
Music: ELG		Outdoor Learning		
<p>Sing a range of well known nursery rhymes and songs perform songs, rhymes, poems and stories with others , and when appropriate try to move in time with music.</p> <p>Can change tempo and dynamics when playing an instrument.</p> <p>Understands emotions through music</p> <p>Begins to write own compositions using symbols.</p>		<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands on experiences outdoors.</p>		
Religious Education - Hinduism				
Faith	Religious Stories	Religious Times	Religious Figures	
Christianity	Using role play & stories as stimulus talk about ways we can show love and concern for others & why this is important.	Belonging and Celebration. Using a religious celebration as stimuli children talk about special events associated with celebration.	Disciples (friends)	
Subject Specific				
Understanding The World			PSED	Expressive Arts & Design
Science	History	Geography	Focused Circle Time	Art / DT
Observe & interact with natural processes e.g. ice melting, sound & vibration, magnetism, floating & sinking	Compare & contrast characters from stories including figures from the past.	Draw and comment upon information from a simple map.	Think about and consider the perspective of others	Understands warm and cool colours. Can draw self portraits and buildings Creates collaboratively.
Trip				
<p>Expedition Churchtown 2</p> <p>Familiarise children with the names of the local roads, Village and town our school is located in</p> <p>Look at aerial vies of the school, encouraging children to comment on what they notice r, recognising buildings, open space, roads and other simple features.</p>				