

Dinosaur Adventure

Reception- Curriculum Overview- Spring 1



Coupe Green
Primary School
HOUGHTON

The Early Years Curriculum is made up of 7 areas, split into two groups; Prime Areas and Specific Areas.

Prime Areas: Personal Social and Emotional Development, Communication and Language and Physical Development.

Specific Areas: Mathematics, Literacy, Expressive Arts and Design and Understanding the World.

| <i><u>Personal Social and Emotional Development</u></i> | <i><u>Communication and Language</u></i> | <i><u>Physical Development</u></i> |
|--|--|---|
| <ul style="list-style-type: none">-To begin to show increasing resilience and perseverance in the face of challenge.-To be able to identify and moderate their own feelings socially and emotionally.-To be able to manage their own personal hygiene needs. | <ul style="list-style-type: none">-To be able to use new language during play, adding detail and making links to real life and familiar stories.-To be able to connect one idea or action to another using a range of connectives (not just 'and').-To engage in non-fiction texts.-To listen carefully to rhymes and songs, paying attention to how they sound.-To be able to listen to and talk about stories to build familiarity and understanding.-To be able to use talk to help work out problems and explain how things work and why things might happen. | <ul style="list-style-type: none">-To be able to combine different movement skills with ease and fluency.-To further develop and recognise a range of ball skills including throwing, catching, kicking, passing, batting and aiming.-To confidently use a range of tools, demonstrating effective fine motor skills. |

| <u>Mathematics</u> | <u>Literacy</u> | <u>Expressive Arts and Design</u> | <u>Understanding the world</u> |
|--|---|---|--|
| <ul style="list-style-type: none"> -To explore the composition of numbers to 10. -To begin to understand 'one more than/one less than' relationship between consecutive numbers. -To be able to compare numbers to 10. -To be able to continue, copy and create repeating patterns. -To be able to select, rotate and manipulate shapes, beginning to develop spatial reasoning skills. | <ul style="list-style-type: none"> -To be able to read common exception words Phase 2 and 3. -To be able to recognise and sound taught Phase 3 phonemes. -To be able to read simple phrases and sentences made up of words with known graphemes. | <ul style="list-style-type: none"> -To be able to make imaginative and complex small worlds with different construction resources. -To explore different materials freely, to develop their ideas about how to use them and what to make. -To be able to create closed shapes with continuous lines and begin to use these shapes to represent objects. -To be able to join different materials and explore different textures. -To be able to use storyline in their pretend play. -To listen more attentively, move to and talk about music, expressing their feelings and responses. | <ul style="list-style-type: none"> -To begin to understand past and present. -To begin to understand where we live. -To be able to comment on images of familiar situations in the past. -To be able to draw information from a simple map. -To be able to recognise similarities and differences between life in this country and life in other countries. -To be able to recognise some environments that are different to the one in which they live. -To understand the effect changing seasons on the natural world around them. |