Kings, Queens and Castles

Reception- Curriculum Overview- Spring 2

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.

Personal Social and Emotional Development	Communication and Language	Physical Development
-To be able to play co-operatively with others and seek adult support to manage conflicts when required. -To be able to say how they feel and begin to link to an event and time. -To show independence when completing consistent self-registration and morning routines. -To demonstrate increased resilience when completing challenges and new learning.	-To use knew language in role play appropriately, making links to learning. For example, when role playing Fire Fighters: “Quick the siren.....get the hose and ladder.....there’s an emergency.” -To use more than ‘and’ to connect ideas and thoughts. -To be able to talk about their favourite stories and books and recall details form them.	-To be able to form recognisable letters independently.

Mathematics	Literacy	Expressive Arts and Design	Understanding the world
-To be able to recite numbers forwards and backwards 0 – 10 and 10 – 0. -To be able to count an irregular arrangement of objects (10). -To order numbers 0-10. -To be able to count out up to 10 objects from a larger group. -To be able to create representations of shapes in drawing, painting and malleable.	-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. -To be able to hear and say initial sounds in words. -To be able to blend and segment some sounds. -To re-enact stories that they have heard, in their play. -To draw and 'write' for purpose. For example; a birthday card.	-To be able to combine art forms, eg., singing and moving, drawing and talking. -To explore how materials and textures can be changed. -To introduce narrative in their play. -To experiment with different techniques and talk about which they think are best.	-To show an interest in their environment and use words such as, town, village, temple, church. -To understand that other children do not always enjoy the same things as they do.