

Reception Curriculum Overview- Autumn 1

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.



<u>Personal Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>
-To take turns and be able to share resources -To explore special places and discuss the places that are special to us -To discuss how we feel in different situations and environments -To begin to learn how to manage our own feelings and emotions. -To explore our classroom and gain an understanding of where to find resources -To talk about our feelings by using The Colour Monster to help us -To talk about ways of making friends, helping each other and learn how to treat each other with respect.	<u>Listening and Attention</u> -To listen to stories with increasing attention and being able to answer questions relating to a story. -To join in with repeated refrains in stories -To speak clearly and listen to others <u>Understanding</u> -To respond to simple instructions -To begin to understand the use of different objects <u>Speaking</u> -To extend our vocabulary using role play and stories to help us	-To jump for distance -To land appropriately -To hop on both feet -To underarm throw for distance -To overarm throw for distance -To catch with increasing accuracy -To climb with confidence under, over and through climbing equipment

<u>Mathematics</u>	<u>Literacy</u>	<u>Expressive Arts and Design</u>	<u>Understanding the world</u>
-To match objects -To match pictures with objects -To be able to identify a set -To sort objects to a type -To explore sorting techniques -To compare amounts - To compare mass, size and capacity -To explore patterns and continue them -To create different patterns	<u>Reading</u> -To be able to continue a rhyming string. -To know and identify alliteration. -To be able to read individual letters by saying the sound they make. • s a t • p i n • m d g • c k -To be able to read the tricky word the <u>Writing</u> -To be able to give meaning to the marks I make. -To be able to recognise and form all of the letters in my name. -To be able to hold a pencil using a tripod grip. -To form the letter sounds I have learned.	-To explore materials and use a range of one-handed tools to change us -To explore primary colours and observe what happens when we mix them together -To learn and sing songs -To create self portraits	-To know about members of our family -To know who their parents are and be able to talk about them -To know about the similarities and differences we have between us and our friends in relation to religion, family, appearance, communities, traditions and interests -To explore the natural world around us -To be able to describe what we see, hear and feel whilst outside