Reception Curriculum Overview- Autumn 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.

Coupe Green Primary School
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Personal Social and Emotional Development	Communication and Language	Physical Development
-To be able to leave a main carer confidently. -To be able to follow morning routines with increased independence. -To be able to talk about themselves positively, naming things they are good at. -To have built strong bonds with key adults and peers. -To know the qualities of how to be a good friend To be able to share and take turns using manners. -To show an understanding that our own actions affect other people.	-To be able to listen with sustained concentration in small group activities and carpet times, for expected age-related time. -To have developed a wider vocabulary which they use in their play. -To ask questions to find out more information and detail. -To be able to communicate thought and ideas in full sentences, which can be understood by adults and peers. -To be engaged in story time and recall events from stories, adding detail. -To be able to remember and sing Nativity songs. -To demonstrate more confidence when performing.	-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

Mathematics	Literacy	Expressive Arts and Design	Understanding the world
-To find 1, 2 and 3 -To subitise 1, 2 and 3. -To represent 1, 2 and 3. -To identify 1 more and 1 less. -To understand the composition of 1, 2 and 3 -To identify and name circles and triangles. -To compare circles and triangles. -To spot shapes in the environment. -To describe shape position. -To name shapes with four sides.	Reading -To be able to read individual letters by saying the sound they make. • ck, e, u • r, h, b • f, ff, l • ll, ss -To be able to read the tricky words; I, to, go, no, into. -To be able to blend sounds into words, so that they can they can read short words made up of known letter sounds. -To be able to read a few common exception words (Phase 2). Writing -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 be able to explore, use and refine a variety of artistic effects to express their ideas and feelings. -To return to and build on their previous learning, refining ideas and developing their ability to represent them. -To create collaboratively, sharing ideas, resources and skills.	- -To be able to describe their similarities and differences with others. -To be able to talk about the different ways that they are unique. -To be able to talk about religions known to them and their family. -To be able to discuss different types of buildings. -To discuss what houses are built from and why.