Wistaston Church Lane Academy Reception Curriculum Overview

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|  | **Autumn Term** | **Spring Term** | **Summer Term** | **Links to Year 1** |
| **Communication and Language** | Skills: * Develop social phrases.
* Listen to & talk about stories
* Learn & use new vocabulary.
* Understand how to listen carefully & why listening is important.
* Learn rhymes, poems & songs.
* Engage in story times.
 | Skills:* Describe events in some detail.
* Ask questions to find out more & to seek clarification
* Listen carefully to rhymes & songs, paying attention to how they sound.
* Use new vocabulary in different contexts.
* Articulate their ideas & thoughts in well – formed sentences.
* Retell a story they have developed a deep familiarity with - some as exact repetition & some in their own words.
 | Skills:* Engage with non-fiction books.
* Connect one idea or action to another using connectives.
* Use talk to help work out problems & organise thinking & activities & to explain how things work & why they might happen.
* Listen to & talk about non-fiction to develop a deep familiarity with new knowledge & vocabulary.
 | **English*** Listen & respond appropriately to adults & peers Ask relevant questions Maintain attention.
* Use relevant strategies to build their vocabulary. Articulate & justify answers/ arguments /opinions.
* Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, exploring ideas.
* Use relevant strategies to build vocabulary
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| Knowledge:* Recite nursery rhymes / poems / songs.
* Know a selection of stories. Join in parts of stories.
* Social phrases: Good morning / Can I play?
* Topic related vocabulary
 | Knowledge:* Retell familiar stories
* Suggest words that rhyme
* Ask & answer questions in sentences.
* Retell journeys & plan routes.
 | Knowledge:* Explain how models in construction area are made.
* Talk about paintings / pictures.
* Use talk to describe changes & observations.
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| Vocab: Listening, sitting, looking, story, poem, beginning / middle / end.  | Vocab: Rhyme. Story, what, how, where, when, why, who | Vocab: and/ because/ first / next / then |
| **Personal Social & Emotional Development** | Skills:* Manage their own needs including personal hygiene, handwash, coat, drink, eating & blow nose.
* See themselves as a valuable individual – Charlies Rainbow Adventure”.
* Begin to manage impulses & follow rules & routines
* To begin to self-regulation
 | Skills:* Express own feelings & consider feelings of other. Celebrate difference
* Identify & moderate own feelings socially & emotionally.
* Build constructive & respectful relationships.
* Manage their own needs – changing
* Identify their own and others strengths
* Showing gratitude
 | Skills:* Think about the perspectives of others.
* Show resilience & perseverance in the face of challenge – “Berty and Betty’s Playdate”
* Manage their own needs - sun cream
* Continue to build resilience
* Understanding and setting goals – “Ernie’s Birthday Tree”.
 | **PSHE*** Identify good and not so good feelings Develop a vocabulary to describe feelings to other.
* Identify good and not so good feelings Develop a vocabulary to describe feelings to others.
* Recognise and celebrate strengths.
* Make Healthy choices
* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
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| Knowledge:* Belonging to families, class & school
* Similarities & differences in families
* School rules / routine / values - “Oscar’s Magnificent Ears!”.

A picture containing text, queen, vector graphics  Description automatically generated **No Outsiders – Family Book, Mummy, Momma & Me****CWP Lesson - Family** | Knowledge:* Emotion labelling
* What Is gratitude – “Arabella and her Friends at the Seaside”.
* It is OK to be different –

**A picture containing text, queen, vector graphics  Description automatically generated No Outsiders - Red Rockets Rainbow Jelly, Hello Hello** **CW Lesson - Being Kind** | Knowledge:* Problem solving and de-escalation techniques
* Understanding and managing emotions
* Other people’s opinions count
* Healthy relationships

A picture containing text, queen, vector graphics  Description automatically generated**No Outsiders - 10 little pirates****CW Lesson - Caring friendships** |
| Vocab: Similar, belong, emotion vocabulary, wash, rules, brain, individual, same, different  | Vocab: Happy, sad, angry, excited, upset, worried, frightened, different, thank you, friendship, hello | Vocab: Problem, solve, try again, resilience persevere, kindness, cross, anxious, frustrated |
| **Physical Development** | Skills:* Develop fundamental movement skills they have already acquired including: rolling, crawling, walking, jumping, running and climbing.
* Develop overall body-strength, balance, co-ordination and agility and apply these to simple games.
* Explore gymnastic actions and shapes.
* Jump off an object and land appropriately.
* Further develop skills needed to manage the school day successfully: lining up & queueing / mealtimes / personal hygiene.
 | Skills:* Refine and master fundamental movement skills they have already acquired including: rolling, jumping, running, hopping and skipping.
* Explore ways to move and respond imaginatively to stimuli to create simple dances.
* Develop more fluent movements with increasing control and grace. Combine movements and a variety of levels, speeds and directions when dancing.
* Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
* Develop small motor skills to use a range of tools well, safely & confidently: paintbrushes, scissors, cutlery etc
* Develop correct letter formation – including consistent size and orientation
 | Skills:* Master fundamental movement skills they have already acquired including: crawling, running, hopping and skipping.
* Throw accurately and catch with confidence.
* Develop passing, batting, and aiming when engaging in activities that involve a ball.
* Negotiate spaces and obstacles, traveling around, under, over and through equipment.
* Sports Day races / games and understand competition.
* Develop foundations of fast, accurate & efficient handwriting.
 | **P.E.*** Master basic movements
* Participate in team games.
* Ball skills – throwing, catching, aiming.
* Sit correctly at a table, holding a pencil comfortably and correctly.
* Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
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| Knowledge:* Jump off an objects & land appropriately.
* Feed myself independently & competently
* Develop hand & arm strength →fine motor control
* Know how to use toilet independently & wash hands correctly.
* Begin to form recognisable letters
 | Knowledge:* Order in which to dress & undress for PE.
* How to put on a coat & zip it independently.
* Use knife & fork unprompted.
* Use scissors, pens, paintbrushes etc safely & with control.
* To form recognisable letters independently.
 | Knowledge:* Have control over letter size when writing & keep them close to a line.
* Throw & catch a ball effectively
* Know & talk about the different factors that support their overall wellbeing: exercise / healthy eating / tooth brushing / sensible amounts of ‘screen time/sleeping etc
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| Vocab: roll, crawl, space, jump, land, bend, pencil, grip, strong, strength | Vocab: dress, undress, bat, racket, stick, zip, button | Vocab: throw, catch, pass, aim, bat, sports day, lane, race, competition, obstacle |
| **Literacy** | Skills:* Read individual letters by saying the sounds
* Spell words by identifying the sounds & recording in order
* Read a few common exception words
* Hear initial & end sounds
* Draw & label pictures
* Begin to write simple captions
* Recount events from their lives and in stories
* Makes marks to communicate meaning
* Basic letter formation
* Tell an adult what we have written • Oral retelling
* Recall key events in stories • Name writing
 | Skills:* Blend sounds to read short words
* Read simple phrases & sentences made up of words with known letter–sound correspondences &, some exception words.
* Re-read books to build up their confidence in word reading, fluency, understanding & enjoyment.
* Record sounds in order to write phonetically plausible words.
* Be aware of finger spaces, capital letters & full stops.
* Begin to write simple phrases/ sentences
* Reading back what we have written
* Begin to show understanding of what they have read.
 | Skills:* Write short sentences with words with known sound-letter correspondences using a capital letter & full stop
* Form lower-case & capital letters correctly
* Re-read what has been written to check that it makes sense.
* Blend & segment words to read phonetically plausible sentences.
* Begin to use question marks & exclamation marks
* Show clear and confident understanding of what they have read
* Spelling ‘Tricky’ common exception words correctly
* Describing characters and events in stories in detail
 | **English*** Handwriting and letter formation
* Spell words using the known grapheme and phoneme correspondences including, where applicable, alternative sounds for graphemes.
* Spell common exception words
* Saying sentences aloud and composing orally. Re-read
* Conventions of a sentence
* Engage in extended conversations about stories.
* Engage in non- fiction text - learn and use new vocabulary
* Read accurately by blending sounds Read books aloud, accurately, that are consistent with their developing phonic knowledge.
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| Knowledge: * Rocket Phonics letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, l,
* digraph: ck,ll,ff,ss
* Double consonant words,
* Two syllable words
* ‘Tricky’ common exception words: *I, to, the, no, my, go, into, and*
* Orally segment cvc & ccvc words with the sounds taught
* Concepts of print – top to bottom, left to right etc.
* Pathways Texts: Gingerbread Man, Three Little Pigs and Christmas stories.
 | Knowledge: * Rocket Phonics letter sounds*: j, v, w, x, y, z,*
* Digraph/ trigraphs: qu, ch, sh, th, ng, ai, ee, igh, oa, oo,
* ‘Tricky’ common exception words: *he, she, we, me, be, was, my, you, her, they, all, are*
* Use capital letter, finger spaces, full stops
* Pathways Texts: The Naughty Bus and The Pirates are Coming.
 | Knowledge: * Rocket Phonics digraphs & trigraphs: *ar, or, ur, ow, oi, ear, air, ure*
* ‘Tricky’ common exception words: *some, one, said, come, do, so, were, when, have, there, out, like, little, what*
* Capital letter, finger space, full stop
* Question and exclamation marks
* Pathways Texts: Supertato and Gigantosaurus
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| Vocab: phoneme/sound, letter rhyme, label, caption, read, write, list, next, capital letter, book, journey | Vocab: sentence finger space full stop, digraph trigraph, character, blend, segment  | Vocab: question mark, exclamation mark, digraph, trigraph, understand, describe, poster |
| **Mathematics** | Skills:* Compare amounts, size, mass and capacity
* Exploring repeating patterns
* Numeral/amount correspondence
* 1:1 counting
* Begin to subitise
* Number recognition to at least 5
* Counting up and back to at least 5 - cardinality
* Understand the ‘one more then / one less than’ relationship between consecutive numbers and ‘whole’ ‘part’
 | Skills:* Counting and recognizing numbers to at least 10. Counting up / back to at least 10
* Continue to connect numerals to quantities.
* Recognising and making pairs - doubling
* Explore the composition of numbers to 10, e.g. 7 is 5 and 2 more
* Combining two amounts
* Subitise beyond 5
* Identifying, longer, shorter
* Compare length, height
 | Skills:* Select & rotate to develop spatial reasoning skills.
* Automatically recall number bonds for numbers 0-5 and also 10.
* Compose & decompose shapes to recognize shapes can have others within, like numbers can.
* Link numeral with its cardinal number value.
* Adding and subtracting numbers to at least 10
* Double and halve numbers within 12 (up to double 6 and half of 12)
* Explore representations of number including ten frame
* Continue to subitise, and develop counting skills
 | **Mathematics*** Count forwards & backwards & in multiples of 2/10/5. Read and write numbers to 20 in numerals and words.
* Use +/-/x/÷/= & solve practical probs.
* Solve one-step problems involving x/÷ by using concrete objects & pictorial representations.
* Recognise a half and a quarter.
* Solve practical problems that involve lengths/ heights/capacity/volume/ mass or weight.
* Tell the time to the hour &half past.
* Describe position, movement and direction. Name 2D & 3D shapes.
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| Knowledge:* Recognise numbers 1-5 and begin to form numerals
* Count 5 objects with 1:1 correspondence
* Find one more & one less to 5 using objects.
* Number bonds for numbers up to 5.
* Language to talk about time and routines
* Positional language
* 2D shape names
* Create & copy a repeating pattern involving 3 objects.
 | Knowledge:* The concept of 0
* Numerals to 10
* Number bonds to 5
* Some number bonds to 10
* 3D shape names and properties
* Odd and even Numbers
 | Knowledge:* Numerals above 10
* Counting patterns – counting in 2’s
* Special reasoning- matching rotating and manipulating shapes – mapping/tangrams
* Begin to add and subtract
* Doubling / sharing

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| Vocab: First / next / last, more / less / fewer, square, circle, triangle, rectangle, repeat, , rekenrek, subitise heavier/ lighter, full/empty | Vocab: Part / whole , compare, short, tall, long, , ten frame, add, equals, number bond, same, different, compare, rotate, corner / side / face | Vocab: double, half, odd, even, takeaway, add, subtract, share, part, whole, groups, rotate, |
| **Understanding the World** | Skills:* Name & describe people who are familiar to them. Talk about immediate family & community.
* Care of animals – pets in our family
* Comment on images of familiar situations in past.
* Compare & contrast characters & people from stories in the past
* Recognise that people have different beliefs & celebrate in different ways.
* Retell and talk about the Christmas story
* Explain how or why a material is waterproof
* Describe things they see in our local area- create a simple local map
* Describe what they see / hear / feel when outside in autumn / winter
 | Skills: * Recognise some environments are different to the one in which they live – tropical islands
* Draw information from a simple map – London, pirate maps
* To be able to draw a simple map of a familiar place
* Explore materials and their properties – floating / sinking.
* Recognise that people have different beliefs & celebrate special times in different ways.
* To talk about Christian beliefs about God and Easter
* Planting bulbs/ flowers/vegetables / cress
* To explain what plants need to survive
* Describe what they see / hear / feel when outside in Spring
 | Skills: * Explore the natural world around them -describe what they see, hear & feel whilst outside.
* Describe and talk about the past – timeline of our school year
* Name observe & show how to care for animals & minibeasts
* Describe what they see / hear / feel when outside in Summer
* Explore magnets and materials, freezing and thawing
 | **History*** Changes within living memory. The lives of significant individuals in the pas.t Significant historical events, people and places in their own locality.

**Geography*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

**Science*** Identify and describe plants and animals (including humans)
* Working scientifically
* Materials

**R.E.**Cheshire East SACRE Syllabus |
| Knowledge: * Who is important to us in our family & our school?
* What & how do we celebrate with our families. Why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday & Christmas.
* A map gives us information &helps us to find places. Name places in local area.
* Make observations about our environment and can talk about autumn & winter
* Notice and talk about changing states – making salt dough/ baking
* Materials and their properties – waterproof
 | Knowledge: * Location / maps – the UK and to Know that we live in Crewe, England, Great Britain.
* London is the capital of England
* Name and describe some London Landmarks
* Transport now and in the past
* Celebrations – Mother’s Day, Easter, Chinese New Year, Valentines, Pancake day
 | Knowledge: * To make observations & talk about what they notice outside, including seasonal changes.
* That what happened before today is in the past.
* Why Christians read the bible
* What makes a place special
* Celebrations – Father’s Day, Environment day, End of Year Assembly
 |
| Vocab: celebrate, special, festival, past, present, map, family, season, remember | Vocab: Country, town, village, city, journey, Christian, bible, grow, change, float, sink, | Vocab: melt, freeze, magnetic, material, attract, repel, present,  |
| **Expressive Arts & Design** | Skills:* Develop storylines in their pretend play.
* Sing in a group or on their own, increasingly matching the pitch & following the melody.
* Choosing and using colour for purpose
* Using tools appropriately: paintbrush, glue, scissors etc

Observational drawings * Moving to music – create rhythms and expression
* Listen to / respond to sung instructions
* Keep a steady beat
 | Skills:* Explore & engage in music making & dance, performing solo or in a group.
* Listen attentively, move to & talk about music, expressing feelings & responses.
* Explore how to join materials to make models
* Cutting or changing materials to be the correct size
* Identifying and copy a rhythm
* Using a variety of materials to create and collage
 | Skills:* Return to & build on their previous learning, refining ideas & developing their ability to represent the e.g design, build and refine models, paintings etc.
* Collaborative art – share and combine ideas
* Use variety of effects to express ideas & feelings.
* Watch & talk about dance expressing their feelings & responses e.g. Flight of the Bumble Bee.
* Create own dances using music and animals as a stimulus.
* Name and explore percussion instruments
 | **Art and Design*** Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space.
* Use drawing, painting, sculpture to develop ideas & imagination.

**Music*** Use voices expressively by singing songs & speaking chants & rhymes.
* Experiment with playing and combining sounds.
* Listen to a range of music.

**English*** Participate in performances & role-play.
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| Knowledge:* Learn a variety of Nursery Rhymes.
* Know some familiar stories.
* Christmas songs for Nativity.
* Know colour names
* Begin to appreciate changes pitch, tempo and volume
 | Knowledge:* Learn a variety of simple songs.
* Know some familiar stories & be able to retell them verbally.
* Printing techniques
* How to mix colours
* Use different materials in craft make decisions based on own ideas and feelings
 | Knowledge:* Dances from around the world.
* Use paint, chalk etc & different materials to create
* Constructing for a purpose
* Know & name different instruments make different noises.
 |
| Vocab: … Nativity long/short sounds, steady beat, colour names | Vocab: Rhythm, pastels, collage , materials | Vocab: Charcoal, dance, percussion, claves, tambourine, maracas, chime bars |