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 |
| 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. |
| 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. |
| 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. |
| 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 |
| 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. |
| 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 |
| 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. |
| 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 |
| 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. |
| 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 |