

Curriculum Overview: Reception Year

We follow *Development Matters in the Early Years Foundation Stage*. We are guided by the children's individual needs and interests and respond to these in the moment wherever possible. We use assessments, analysis, Focus Child and Group Sheets to ensure coverage of all seven areas of learning. We are also mindful to monitor and develop the Characteristics of Effective Learning. We dip into the whole school theme at an age-appropriate level each term.

Our teaching will vary according to the needs of each individual and cohort but progression and coverage will be roughly as outlined below.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Settling in Rules and routines Getting to know each other Talking to solve problems Feelings Playing collaboratively 			<ul style="list-style-type: none"> Introduce Friendship Problem-Solvers 	<ul style="list-style-type: none"> Preparing for change 	
Communication and Language	<ul style="list-style-type: none"> Listening and attention Talking partners Story scribing and performing 	Varies depending on needs of individuals and cohort Ongoing throughout year – vocabulary building				
Physical Development	<ul style="list-style-type: none"> Health and self-care – snack routines, hand washing, outdoor clothing and footwear Safe use of resources Introduction to PE and resources Introduction to sewing 	<ul style="list-style-type: none"> PE: Gymnastics and Real PE Introduction to balance bikes 	<ul style="list-style-type: none"> PE: Dance and Real PE Introduction to woodwork 	<ul style="list-style-type: none"> PE: Real PE and Multi Skills 	<ul style="list-style-type: none"> PE: Real PE Staying healthy 	<ul style="list-style-type: none"> PE: Athletics
		Varies depending on needs of individuals and cohort				
Literacy (including phonics Letters and Sounds phases)	<ul style="list-style-type: none"> Phase 1 – oral blending and segmenting Phase 2 Mark making – writing for a purpose and with meaning 	<ul style="list-style-type: none"> Phase 2-3 CVC words Labels Writing captions 	<ul style="list-style-type: none"> Phase 3-4 Writing captions Writing sentences Guided reading (differentiated groups) Story scribing/ writing Core texts and traditional tales 		<ul style="list-style-type: none"> Phase 4 (longer words) Writing captions Writing sentences – grammar focus Writing using features of different forms Guided reading (differentiated groups) 	

	<ul style="list-style-type: none"> Initial letter sounds+ Story scribing/story writing Core texts and traditional tales 	<ul style="list-style-type: none"> Guided reading (differentiated groups) Story scribing/writing Core texts and traditional tales 		<ul style="list-style-type: none"> Story scribing/ writing Core texts and traditional tales
Mathematical Development	<ul style="list-style-type: none"> Counting aloud Counting objects Numicon familiarity Matching numerals to sets of objects Number recognition 1-5, then 1-10 Counting forwards and backwards to 10 Recording number problems One more Pattern and shape 	<ul style="list-style-type: none"> Counting forwards and backwards to 20 Estimating Number recognition 11-20 Addition and subtraction (starting with 2 groups of objects, counting on and then 2 single-digits) Recording number problems One less Length, position, distance, weight, capacity Pattern and shape 		<ul style="list-style-type: none"> Counting forwards and backwards to 20+ Counting in 2s, 5s, 10s Number recognition 11-20 Addition and subtraction Doubling, halving and sharing Time, money Pattern and shape
Understanding the World	<p>People and Communities: This will vary but will cover families, birthdays, important events in the children's lives (e.g. baptisms, weddings etc.) and will also cover celebrations from different religions and cultures e.g. Christmas, Easter, Diwali, Chinese New Year, Setsubun</p> <p>The World: This will depend largely on the children's interests. We will meet the demands of this area through sensory play, exploring the natural world, exploring our local area. We will also focus on living creatures and give the children first-hand experience of growing and at least one life-cycle.</p> <p>Technology: We will teach use of simple computer programs (e.g. <i>Simple City, Paint</i>), i-pads, programmable floor robots, taking photos and videos, using the interactive whiteboard, torches, other relevant everyday technology e.g. use of a CD player. We will also teach the children to use technology for a purpose e.g. taking a photo of a creation and turning it into a card</p>			
Expressive Arts and Design	Ongoing as needs and interests of children develop – to include opportunities such as the exploration of instruments, composition of music, the use of tools, creating different textures, colour-mixing, role-playing, small world play, storytelling, singing, dancing etc.			

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

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