

Reception Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
Curriculum Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Focus story <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Friendship / Who I am -Starting school -Being in Reception -My family -Who am I? -Kindness -Buddies -Nursery Rhymes	Stars & Space -The Nativity -Night and Day -Seasons -Diwali -Bonfire Night	Traditional Tales -D&T (food)	Creativity & Colour -Artwork and artists -Vocabulary	Creepy Crawlies -Lifecycles -Growing Butterflies	Growing & Changing -Planting seeds -Non-fiction opportunities
Topic Books	'Incredible You' The Something My Friend Bear What We'll Build Koala who can	'How to Catch a Star' or 'My Pet Star' Nativity Story	'Little Red Riding Hood' Three Little Pigs Gingerbread Man Goldilocks	'The Colour Monster' Elmer Little Rainbow Fish	'Very Hungry Caterpillar' or 'Superworm' What the Ladybird Heard The Very Quiet Cricket Clem and Crab	'The Extraordinary Gardener' The Tiny Seed The Enormous Watermelon Jack and the Beanstalk
Opportunities for learning outside of the classroom	Family event in School	Story time Evening	Theatre Company in School	Explore! Wrexham	Bewilderwood (ELG GROSS MOTOR)	Mini Adventure Night
Oracy	Talking Tuesday Listens with increased attention to sounds Uses talk to organise, sequence and clarify thinking Uses a wide range of vocabulary Expresses ideas and feelings using full sentences Can retell a simple past event in correct order		Talking Tuesday Understands how to listen carefully and why listening is important Asks questions to find out more Learns new words rapidly and uses them in communicating Beginning to explain thinking		Talking Tuesday Turn-taking and responding to others Active learning / creating and thinking critically Exposure through stories, rhymes, and discussion Expressing views and needs appropriately Retelling stories and events	

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	Maintains attention in play and learning Uses talk in pretending that objects stand for something else Speaks in sentences using a range of tenses Participates in back-and-forth exchanges Develops social phrases Beginning to adapt language depending on context Understanding social norms and expectations	Develops social phrases and narratives Participates in small group, class and one-to-one discussions Develops imaginative play narratives Uses talk to organise thinking Engages in imaginative role play Adjusting language in interactions Understands others' perspectives	Managing attention and behaviour Creating and thinking critically Supports speech clarity and control Cooperative play Awareness of others in communication Responding appropriately and building on ideas
Communication & Language	• Commenting on what children are interested in or doing and echoing back what they say with new vocabulary added. • Develop quality conversations. • Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts. • Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher. • Sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
	ELG Focus: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	ELG Focus: Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	ELG Focus: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

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Personal, Social & Emotional	Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.	Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.	Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
	ELG Focus: <u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Building Relationships:</u> Work and play cooperatively and take turns with others.	ELG Focus: <u>Self-Regulation:</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>Managing Self:</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Building Relationships:</u> Form positive attachments to adults and friendships with peers.	ELG Focus: <u>Self-Regulation:</u> Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self:</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <u>Building Relationships:</u> Show sensitivity to their own and to others' needs.
Mental Health and Wellbeing	Connect- My Surroundings	Connect-Similarities & differences	Discover-Try Something New
Physical Development Gross Motor See Complete PE planning	Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.		
	ELG Focus:	ELG Focus:	ELG Focus:



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	Negotiate space and obstacles safely, with consideration for themselves and others		Demonstrate strength, balance and coordination when playing.		Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Physical Development Fine Motor	Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	ELG Focus: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.		ELG Focus: Use a range of small tools, including scissors, paint brushes and cutlery.		ELG Focus: Begin to show accuracy and care when drawing.	
Literacy Comprehension	Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.					
	ELG Focus: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		ELG Focus: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		ELG Focus: Anticipate – where appropriate – key events in stories.	
Literacy Word reading Little Wandle Phonics	Speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.					
	Phase 2 s a t p l n m d g o c k e u r h b f l Tricky words is, l, the	Phase 2 ff,ll,ss v w x y z sh th ch nk ng Tricky Words and has his her go no to into she he of we me be	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff longer words Tricky words: was you they my by all are sure pure	Review all phase 3 Secure spelling words with double letters longer words some come love do –s words with –es at end /z/ Tricky words: Review	Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: said so have there when what one like were here little says out today some come love do	Phase 4 long vowel sounds CVCC CCVC Secure spelling long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/ Phase 4 words ending in: – s /s/, –s /z/, –es longer words Tricky words: Review all
	ELG Focus: Say a sound for each letter in the alphabet and at least 10 digraphs.		ELG Focus: Read words consistent with their phonic knowledge by sound-blending.		ELG Focus: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

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Literacy Writing	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
	ELG Focus: Write recognisable letters, most of which are correctly formed.	ELG Focus: Spell words by identifying sounds in them and representing the sounds with a letter or letters.	ELG Focus: Write simple phrases and sentences that can be read by others.
Mathematics Number/Numerical Patterns Power Maths	Count confidently, develop a deep understanding of the numbers to 10. Relationships between numbers to 10 and the patterns within those numbers. Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	Develop a secure base of knowledge and vocabulary. Apply and build on understanding and knowledge of numbers to 10 - such as using manipulatives, including small pebbles and tens frames for organising counting. Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
	ELG Focus: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	ELG Focus: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system.	ELG Focus: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Mastering Number	Build on previous experiences of number and further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison.	Continue to develop subitising and counting skills. Explore the composition of number within and beyond 5. Begin to identify when 2 sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals.	Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts.
Understanding the World *See RE below	Develop children's personal experiences (school visits). Meeting important members of society such as police officers, nurses and firefighters. Listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Past and present - History	Autumn <u>Chronological understanding</u> Sequence events in order e.g. now, then. Begin to use a simple timeline of events. <u>In their own life</u> Talk about how I have changed since being a baby. Know that my parents and grandparents were once babies and children. Talk about past and present events in their own life. <u>In their own life and their family history</u>	Spring <u>Range and depth of historical knowledge</u> Begin to know some similarities and differences between things in the past and now. <u>Interpretations of history</u> Explore objects, artefacts and photos from the past and now. <u>Historical enquiry</u> Ask simple questions about the past comparing to now.	Summer <u>Chronological understanding</u> Sequence events in order e.g. now, then. <u>Range and depth of historical knowledge</u> Begin to know some similarities and differences between things in the past and now. <u>Interpretations of history</u> Explore objects, artefacts and photos from the past and now. <u>Historical enquiry</u> Ask simple questions about the past comparing to now.



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The Natural Word – Science	Begin to make sense of their own life-story and family's history. Begin to share key family events and celebrations. Talk about past and present events in their own life and the lives of family members. Share family celebrations past and present		
	ELG Focus: <u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		
	Autumn <u>Changing states of matter</u> Make comments about changes they observe - ice and water link this to seasons <u>Seasons</u> Make comments about how the weather changes Recognise common weather patterns Recognise light and dark <u>Animals including humans</u> Name parts of the human body	Spring <u>Materials</u> Name some common materials. Explain some properties of common materials. Suggest the correct materials to use to solve a problem - best material for <u>Environments</u> Recognise common environments. Explain features of these environments. Compare environments talking about similarities and differences.	Summer <u>Plants</u> Observe and draw plants over time. Discuss how plants change. Identify key parts of a plant through discussion.. <u>Animals including minibeast</u> Name some animals including minibeasts. Name some baby animals. Explain how animals change as they grow.



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The Natural World – Geography	Talk about what the parts of the body do		Explain where animals live.
	ELG Focus: <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	Autumn <u>Geographical Enquiry</u> Name and locate places in the school setting. Describe the immediate environment. <u>Weather</u> Observe weather and how the weather is different from other seasons. Notice how the weather affects animals and people.	Spring <u>Location / Direction</u> Follow simple instructions using positional language. <u>Weather</u> Observe weather and how the weather is different from other seasons. Notice how the weather affects animals and people.	Summer <u>Using and Drawing Maps</u> Retrieve information from a simple map. Use imagination and ideas from stories to create own simple maps. <u>Weather</u> Observe weather and how the weather is different from other seasons. Notice how the weather affects animals and people.
	ELG Focus: <u>People Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
	Expressive Arts and Design Explore and play with a wide range of media and materials.		

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Art	The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
	Autumn 1 - Look at me! Artists: range of self-portraits from various artists Drawing Use a range of media to make portraits with lines, shapes and different colours. Share artwork with others and explain the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore realistic and unrealistic portraits and say what they like and dislike about them.	Spring 1 - Art tells a story Artist: Hannah Bullen-Ryner 3D form Use a range of materials to represent parts in artwork. Create artwork that looks real from natural materials. Look closely at materials and select appropriate ones to make art work from. Recognise patterns. Explore textures of materials. Share artwork with others and explain the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Summer 1 - Creepy Crawlies 3D form / sculpture Safely use and explore a variety of materials, tools and techniques, experimenting with texture and form. Explore how to manipulate clay. Use techniques to mould clay into desired shapes. Shape clay into a range of shapes. Squeeze, pinch, flatten and roll clay. Make changes to artwork after talking about it with others. Share artwork with others and explain the processes they have used.
	Autumn 2 - Dark and Light Artist: Pablo Picasso Textiles / Collage Use a range of media to make black and white. Explore using dark and light colours.	Spring 2 - Let's get colourful Artists: range of artists who use colour in their work, main focus Paul Klee Painting Design a piece of artwork. Mix colours to make desired colours from artwork. Recognise primary and secondary colours. Explore a range of tools to apply colours.	Summer 2 - Growing Artists: Clementine Hunter and Claude Monet Printing Use tools to mimic patterns. Select appropriate colours to use in floral art. Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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Music	Use a range of materials to create pictures through the media of collage. Use resources to stick and attach. Share artwork with others and explain the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
	Continuous Provision opportunities: Family drawings, sketching, making houses, water-colours / paints and different medias, printing.	Continuous Provision opportunities: Mixing colours, presenting artwork and asking questions about other's artwork, developing vocabulary, adding texture to artwork, building, cutting and sticking.	Continuous Provision opportunities: Patterns, printing, exploring different medias, sketching, building.
	ELG Focus: Autumn 1 and 2 <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.	ELG Focus: Spring 1 and 2 <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.	ELG Focus: Summer 1 and 2 <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.
	Autumn 1 - Me! - explore: growing, homes, colour, toys, how I look Explore high sounds and low sounds using voices and glockenspiels. Copy-clap the rhythm of names. Find the pulse.	Spring 1 - Everyone! - explore: family, friends, people and music from around the world Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes.	Summer 1 - Big Bear Funk - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.
	Autumn 2 - My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Spring 2 - Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Summer 2 - Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music. Consolidation of knowledge and skills

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	Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.		Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes.		
	Continuous Provision opportunities: Free playing of instruments to explore their different sounds (timbres) and volumes (dynamics). To develop knowledge of instruments and their sounds; how to play the instruments (they may not have had an opportunity in their music lesson to play all of the instruments); develop fine and gross motor skills which will support mark making.		Continuous Provision opportunities: Improvising or composing either individually or in small groups. This could be free or partially directed through prompts such as pictures - 'create music for this character' or 'create music for this picture' or 'create music for this mood'. Exploration of sounds to create/match to moods and characters. An ability to develop and organise sounds to compose music as an extension from class music lessons. Class composition is a more directed activity within the structure of a song, whereas this activity is freely creative. An opportunity to develop imaginative and expressive play through music.		Continuous Provision opportunities: Listening to a variety of music with prompts for thinking and questioning. Develop listening and responding skills individually as an extension from whole-class music lessons.
	ELG focus: Autumn 1 and 2 <u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		ELG focus: Spring 1 and 2 <u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		ELG focus: Summer 1 and 2 <u>Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
No Outsiders	The Family Book	Mummy, Mama and Me	The Worrysaurus	Blue Chameleon	Red Rockets and Rainbow Jelly You Choose

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Understanding the World People, Culture and Communities / Past and Present Religious Eductions <i>Cheshire West Agreed Syllabus 2024 EYFS Guidance</i> Including other opportunities to celebrate cultures	Christianity: Special Stories - What is the Bible? Explore why Christians say Jesus is special through the miracle stories. Talk about the Bible as a special book for Christians which has many special stories. How do Hindus celebrate Diwali? Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid	Christianity: Special Times - Why do people perform Nativity plays at Christmas? Why do people give and receive presents? Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas. Take part in nativity performance Advent and Christmas celebrations Remembrance	Christianity: Special People - Why do Christians believe Jesus is special? Explore why Christians say Jesus is special through the miracle stories. Chinese New Year	Christianity: Special Times - Why is Easter a sad and a happy time? Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important.	Christianity: Special Stories - What do Christians believe about God? Talk about how Christians might worship God.	Christianity: Special Places - What happens in a Church? Talk about how Christians might worship God in church. Visit St John's Church How do Muslims celebrate Eid? Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid
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