

Reception Curriculum Overview 2023-24

	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
EYFS - Reception	OUTSIDE INSIDE Where the Wild Things Are by Maurice Sendak Anansi by Gerald McDermott	KNOWING YOURSELF Look Up! By Nathan Bryon and Dapo Adeola I am Henry Finch by Alexis Deacon	TALENTS AND POWERS The Magic Paintbrush by Julia Donaldson and Joel Stewart Super Milly and the Super School Day by Stephanie Clarkson	SOWING A SEED The Tiny Seed by Eric Carle The Extraordinary Gardener by Sam Boughton	STRENGTH OF MIND Weirdo by Zadie Smith and Nick Laird The Night Pirates by Pete Harris and Deborah Allwright	FAMILY AND FRIENDS So Much by Trish Cooke and Helen Oxenbury Izzy Gizmo by Pip Jones
Events	Euro Day of Languages (Sept) International Dot Day (Sept) Hello Yellow World Mental Health Day (Oct)	Diwali (Oct) Halloween (Oct) Bonfire Night (Nov) Children In Need (Nov) Christmas (Dec) Theatre Trip (Dec TBC)	Lunar New Year (1 st Feb) Safer Internet Day (6 th Feb)	Pancake Day (Feb) Mother's Day (March) Easter (March)	Eid (April) National Numeracy Day (15.5.22)	Father's Day (June) Sports Day (July) Eid (June) Trip (July TBC) Nursery/Rec transition sessions (July)
Themed Weeks	What We Value Week (September) Black History Month (October)	Anti-bullying week (November) Terrific Technology Week (December)	What Helps Me Learn Week (January)	Writing Heroes Week (March)	Wonderful World of Work Week (May)	Sports Week (June)

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Outdoor Learning	<p>Outdoor learning opportunities, activities and enrichment is provided to support learning and development in all areas of learning. Children have access to the outdoors during continuous provision and at additional times daily. Adults provide and plan outdoor learning opportunities and enhancements which change according to the children's needs and interests. These activities provide children with opportunities to develop their play skills and build vocabulary, offer opportunities to use and apply skills in context, solve problems and develop independence and collaborative learning.</p>
<p>Personal, Social and Emotional Development</p> <p>Due to children's varied starting points and entry levels, some children's learning journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p> <p>Individual 'next steps' and knowledge of individual learners' needs, learning styles and developmental levels are</p>	<p>"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. 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 adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine

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supported through adult support, modelling, adaptive teaching and personalised approaches.	<p>PSED takes place through play and adult led activities with different focuses based on children's next steps in learning. Activities / circle times are planned according to cohort needs and areas for further development</p> <p>Early Learning Goals:</p> <p>Building Relationships – Work and play cooperatively, take turns, forming positive relationships with adults and peers, show sensitivity to others.</p> <p>Managing Self – Confident to try new activities, show resilience, perseverance and confidence. Explain the reason for rules and behave accordingly. Manage their own basic hygiene and personal needs.</p> <p>Self-Regulation – Show an understanding of own feelings and feelings of others, begin to regulate their behaviour, work towards simple goals, being able to wait for what they want, give focused attention and be able to follow instructions.</p>					
PSED - Stockport Syllabus:	Autumn term 1 Core theme 2: Relationships	Autumn term 2 Core theme 1: Health and wellbeing	Spring term 1 Core theme 1: Health and wellbeing	Spring term 2 Core theme 2: Relationships	Summer term 1 Living in the wider world	Summer term 2 Living in the wider world
<p>Communication and Language</p> <p>Due to children's varied starting points and entry levels, some children's learning journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p>	<p>"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures."</p>					

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<p>Individual 'next steps' and knowledge of individual learners' needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.</p>	<p>Development Matters:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. <ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>CL takes place through play and adult led activities with different focuses based on children's next steps in learning. Activities / circle times are planned carefully to support cohort needs and are often linked to the books being shared in class.</p>
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	<p>Early Learning Goals:</p> <p>Listening, attention and Understanding – Listen attentively and respond to what they hear, make comments to what they’ve heard, asking relevant questions, hold conversation back and forth with peers and adults.</p> <p>Speaking – participate in small group, one-to-one and class discussions, offer explanations to why things happen, introducing vocab from stories, rhyme and poems. Expressing their ideas and feelings about experiences using past, present and future tenses.</p>					
<p>Literacy (text led)</p> <p>Comprehension / Word Reading / Writing</p> <p>Due to children’s varied starting points and entry levels, some children’s learning journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p> <p>Individual ‘next steps’ and knowledge of</p>	<p>Main Texts</p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>Anansi by Gerald McDermott</p> <p>Writing Purpose</p> <p>Own versions of stories, labels, captions, oral retellings, developing own characters, booklets about spiders, call and</p>	<p>Main Texts</p> <p>Look Up! By Nathan Bryon and Dapo Adeola</p> <p>I am Henry Finch by Alexis Deacon</p> <p>Writing Purpose</p> <p>Non-chronological reports, dialogue, diaries, retelling, mini autobiography, ship’s log, guidebooks – how to think,</p>	<p>Main Texts</p> <p>The Magic Paintbrush by Julia Donaldson and Joel Stewart</p> <p>Super Milly and the Super School Day by Stephanie Clarkson</p> <p>Writing Purpose</p> <p>Own version ‘overcoming’ tales, thought bubbles, labels, oral retelling, writing in role, thank you letters, alternative</p>	<p>Main Texts</p> <p>The Tiny Seed by Eric Carle</p> <p>The Extraordinary Gardener by Sam Boughton</p> <p>Writing Purpose</p> <p>Advice leaflets, labels and captions, advice, retellings, writing in role, narrative, letters, narrative inspired by</p>	<p>Main Texts</p> <p>Weirdo by Zadie Smith and Nick Laird</p> <p>The Night Pirates by Pete Harris and Deborah Allwright</p> <p>Writing Purpose</p> <p>Instructional guides to being brave, writing in role, letters, captions and labels, narrative retellings, ‘How to be a Pirate’</p>	<p>Main Texts</p> <p>So Much by Trish Cooke and Helen Oxenbury</p> <p>Izzy Gizmo by Pip Jones</p> <p>Writing Purpose</p> <p>Own ‘So Much’ narrative poems, past tense sentences, writing in role, performance/ narrative poetry, simple</p>

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individual learners' needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.	response poems, descriptive posters, simple explanations	timetables, thought bubbles, lists, commands, letters of advice	versions of stories, letters of encouragement, song lyrics, job applications	original text, labels, letters of advice, instructions, narratives	guides, writing in role, letters	explanations, signage, letters of advice, lists, labelled diagrams
	<p style="text-align: center;">Literacy is everywhere! Literacy in the moment!</p> <p style="text-align: center;">It is enriched through play and adult led activities focus on key aspects based on children's next steps in learning. Activities / circle times are planned according to individual and cohort needs.</p> <p>“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when 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. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 					

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	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>Early Learning Goals:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Phonics : Read Write Inc scheme is taught in daily sessions in Reception. See separate planning.</p>
Due to children's varied starting points and entry levels, some	<p>Maths is everywhere! Maths in the moment!</p> <p>Contexts created through play and adult led activities focus on key aspects based on children's next steps in learning. Activities / circle times are planned according to individual and cohort needs.</p>

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<p>children's learning journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p> <p>Individual 'next steps' and knowledge of individual learners' needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.</p>	<p>“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children 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.”</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity <p>Early Learning Goals:</p> <p>Number</p>
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	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • 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 even 					
<p>Maths (Based on White Rose planning)</p> <p>Numbers / Numerical Patterns</p>	Number formation, counting and recognition, more/less, ordering numbers, finding the total of 2 groups, orders and sequences familiar events, Orders two or three items by length or height.	Addition (counting on from larger numbers), subtraction (objects), estimating, money, 2D shapes, 3D shapes, patterns, models	Weight and capacity, height and length, time, addition, subtraction (using objects and counting back)	Subtraction (using objects and counting back), doubling and halving, more/less	More than/less than, addition and subtraction, patterns, doubling and halving, sharing, SSM recap (capacity, time, weight, position, shape)	Addition, subtraction, money, problem solving, revision
<p>Physical Development</p> <p>Due to children's varied starting points and entry levels, some children's learning</p>	<p>Adventure playground</p> <p>Sports skills (Coach)</p>	<p>Dance / Movement</p> <p>Sports skills (Coach)</p>	<p>Cosmic Yoga</p> <p>Sports skills (Coach)</p>	<p>Gymnastics / using equipment</p> <p>Sports skills (Coach)</p>	<p>Adventure playground</p> <p>Sports skills (Coach)</p>	<p>Dance / Movement</p> <p>Sports skills (Coach)</p>
	Gross motor and fine motor fun					

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<p>journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p> <p>Individual 'next steps' and knowledge of individual learners' needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.</p>	<p>"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By 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. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence."</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up
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	Early Learning Goals: Gross Motor Skills – Negotiate space safely, demonstrate strength, balance and coordination when playing, move energetically (running, dancing, jumping, hopping, skipping and climbing). Fine Motor Skills – Hold a pencil effectively in preparation for writing, use a range of small tools, begin to show accuracy and care when drawing.					
PD – mental wellbeing	Being safe around classroom (taking care of equipment, scissor safety) Dental hygiene – visit from dental nurse	The Bad Mood and the Stick by Lemony Snicket (Anti-bullying week) Mental Well-Being (World Mental Health Day) Bonfire night / fireworks safety	Webster’s Friend by Hannah Whaley (Safer Internet Day) Washing hands / keeping clean – visit from school nurse	Healthy eating – which foods are healthy / unhealthy (Food week)	Growth Mindset (Every Mind Matters Week)	Keeping healthy – we why need to exercise and keep our bodies healthy (Sports Day)
Understanding the World Due to children’s varied starting points and entry levels, some children’s learning journeys begin as emerging/ developing within aspects of the three to four year	Curiosity, exploration and experimentation Active learning Vocabulary development “Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as 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.” People, Culture and Communities – <ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. 					

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<p>olds age related expectations.</p> <p>Individual ‘next steps’ and knowledge of individual learners’ needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.</p>	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. <p>ELG: Describe their environment using observations, maps, texts and stories. Recognise similarities and differences between religions, cultures and life in this country and others.</p> <p>The Natural World –</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them <p>ELG: Explore the world around them; animals and plants. Recognise similarities and differences between the natural world and other environments.</p> <p>Past and Present –</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG: Lives of people in society. Recognise similarities and differences between past and now. Understand the past through settings, characters, stories and events.</p> <p>These three areas are also explored through books shared in class, continuous provision enhancements, adult-led activities and celebrations and festivals throughout the year.</p>		
<p>Religious Education (taken from Stockport Syllabus)</p>	<p>Autumn term</p> <p>F2: Which people are special and why? (Jesus – Christmas, our families) F4: Which times are special and why? (Christmas, Diwali, our birthdays)</p>	<p>Spring term</p> <p>F2: Which people are special and why? (People who help us) F4: Which times are special and why? (Easter)</p>	<p>Summer term</p> <p>F4: Which times are special and why? (Eid) F6: What is special about our world? (Journeys and transport)</p>

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<p>Expressive Arts and Design</p> <p>Due to children's varied starting points and entry levels, some children's learning journeys begin as emerging/ developing within aspects of the three to four year olds age related expectations.</p> <p>Individual 'next steps' and knowledge of individual learners' needs, learning styles and developmental levels are supported through adult support, modelling, adaptive teaching and personalised approaches.</p>	<p>Being creative and expressive Creating and thinking critically</p> <p>"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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."</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • • Watch and talk about dance and performance art, expressing their feelings and responses. • • Sing in a group or on their own, increasingly matching the pitch and following the melody. • • Develop storylines in their pretend play. • • Explore and engage in music making and dance, performing solo or in groups <p>Early Learning Goals:</p> <p>Creating with Materials – Safely use and explore materials, tools and techniques. Share creations and processes. Make use of props and materials in role-playing stories.</p> <p>Being Imaginative and Expressive – Retell narratives and stories. Sing a range of songs. Perform songs, poems and stories to movement.</p> <p>Further information is available with regards to how this is organised re: terms. Please see class teacher/ EYFS Leader.</p>
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