



Reception

Our curriculum has been written using the Development Matters 2020. Whilst the curriculum has been organised into progressive statements over the year it is important to understand that the actual learning of young children is not so neat and orderly. The class teachers guided by their phase leader will endeavour to deliver a programme of learning in response to the changing stages and developmental needs of the children in their class. The Curriculum overview must be used alongside the *Progression Statements documents* to aid planning.

	Autumn 1 & 2 Me and My World	Spring 1 & 2 Once Upon a Time...	Summer 1 & 2 All Creatures Great and Small
Personal Social Emotional Development	Building Relationships Children see themselves as a valuable individual. Self-Regulation Children build constructive and respectful relationships by learning to follow the rules. Managing Self Children understand factors that support their overall health and wellbeing including: the importance of regular physical activity and healthy eating.	Building Relationships Children express their feelings and consider the feelings of others. Self-Regulation Children identify and moderate their own feelings socially and emotionally. Managing Self Children know and talk about the different factors that support their overall health and wellbeing including; good hygiene practices, internet safety and sensible amounts of 'screen time'.	Building Relationships Children show resilience and perseverance in the face of challenge. Self-Regulation Children think about the perspectives of others. Managing Self Children know and talk about the different factors that support their overall health and wellbeing including; having a good sleep routine, recognising hazards in the home and how to be a safe pedestrian.

Communication & Language	Listening, Attention & Understanding Children are taught how to listen attentively and they understand why listening is important. Children enjoy learning to recite songs, rhymes, poems and stories. Children listen carefully to rhymes in songs, paying attention to how they sound.	Listening, Attention & Understanding Children practice asking questions to help them find out more and to clarify their own understanding. Children enjoy listening and talking about familiar stories, demonstrating an understanding of the story.	Listening, Attention & Understanding Children practice holding a conversation when engaged in back-and-forth exchanges with their teacher and peers. Children enjoy listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Speaking Children learn to participate in small group, class and one-to-one discussions. Children are shown how to contribute their own ideas, using recently introduced vocabulary. Children develop social phrases.	Speaking Children learn to articulate their ideas and thoughts in well-formed sentences making use of recently introduced vocabulary. Children learn to connect one idea or action to another using a range of connectives. Children learn to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Children can describe events in some detail.	Speaking Children express their ideas and feelings about their experiences using full sentences. Children are taught to use past, present and future tenses correctly. Children learn and use new vocabulary in different contexts. Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Physical Development	Gross Motor Children refine their fundamental movement skills. <i>(see progression document for specific movements)</i> Children can negotiate space and obstacles safely, with consideration for themselves and others. Children learn to combine different movements with ease and fluency.	Gross Motor Children develop strength, co-ordination, balance and agility in their movements. Children confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Children progress towards a more fluent style of moving, with developing control and grace.	Gross Motor Children demonstrate competence, precision and accuracy when engaging in activities that involve a ball. Children learn to throw, catch, kick, pass, bat, and aim with a ball. (Games)

	Children use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		
	Fine Motor Use a range of small tools with safety and control. Children master the use of the tri-pod grip when using mark making tools. Children begin to form letters of the alphabet correctly.	Fine Motor Children are taught to draw with accuracy and care. Children develop mastery in the use of scissor control remaining safe at all times. Children continue to form letters of the alphabet correctly.	Fine Motor Children master how to control letter size and keeps writing on the lines. Children learn to form all lower case and capital letters correctly.
Literacy	Comprehension Children develop a love of reading as they learn to retell stories and narratives using their own words and recently introduced vocabulary. Children demonstrate an understanding of what has been read to them. Children anticipate key events in stories. <i>For list of Class Texts – see Literacy progression statements.</i>	Comprehension Children use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. Children develop empathy for characters in stories, discussing characters’ actions and feelings. <i>For list of Class Texts – see Literacy progression statements.</i>	Comprehension Children talk with confidence about the events in a familiar story. Children use their knowledge of stories to innovate and create their own stories. Children choose their favourite stories to read to themselves and others using expression. Children demonstrate confidence and a love for reading and retelling familiar stories. <i>For list of Class Texts – see Literacy progression statements.</i>

	Word Reading Children learn to read individual letters by saying the sounds for them. Children learn to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Word Reading Read some letter groups that each represent one sound and say sounds for them. Children read a few common exception words matched to the RWI programme. Children read simple phrases and sentences made up of words with known letter–sound correspondences. Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Word Reading Read some letter groups that each represent one sound and say sounds for them. Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	Writing Children form Set 1 lower-case letters correctly following RWI. Children write their own name. Children begin to write freely during play, writing labels and captions on their pictures.	Writing Children spell words by identifying the sounds and then writing the sound with letter/s. Children begin to write simple captions and lists. Children understand that they can write for difference purposes.	Writing Children learn to form capital letters correctly. Children write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Children re-read what they have written to check that it makes sense.
Maths	Number & Numerical Patterns Children count objects, actions and sounds. Children learn to subsidise. Children link the number symbol (numeral) with its cardinal number value. Children learn to count beyond ten.	Number & Numerical Patterns Children understand the ‘one more than/one less than’ relationship between consecutive numbers. Children explore the composition of numbers to 10. Children automatically recall number bonds for numbers 0–5 and some to 10.	Number & Numerical Patterns Children learn to recite doubling facts to 10. Children continue, copy and create repeating numerical, colour and shape patterns. Children can identify odd and even numbers. Children learn to compare numbers.. Children distribute items evenly.

	Shape Space & Measure Children select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Shape Space & Measure Children compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Shape Space & Measure Children compare length, weight and capacity. Children learn to use comparative language, (heavier, lighter, shorter, longer).
Understanding the World	The Natural World Children explore the natural world around them, describing what they see, hear and feel whilst outside.	The Natural World Children learn about the changing seasons in the natural world and changing states of matter. Children observe how animals change throughout the seasons (Caterpillars, tadpoles, lambs and ducks).	The Natural World Children draw information from a simple map. Children identify some environments that are different to the one in which they live.
	People, Culture and Communities Children learn to talk about the lives of the people around them (immediate family) and their roles in society.	People, Culture and Communities Children recognise some similarities and differences between life in this country and life in other countries.	People, Culture and Communities Children understand that some places are special to members of their community.
	Past and Present Children talk about themselves and their families.	Past and Present Children compare and contrast characters from stories, including figures from the past.	Past and Present Children discuss similarities and differences of familiar situations from the past.
Expressive Arts and Design	Creating with Materials Children are taught a variety of techniques for attaching materials. Children learn to refine their creative ideas by using a range of media and texture.	Creating with Materials Children master a variety of techniques for attaching materials. Children learn to refine their creative ideas by learning to mix colours for a purpose.	Creating with Materials Children use their skills for attaching materials to experiment with form and function. Children create collaboratively, sharing ideas, resources and skills.
	Being Imaginative & Expressive Children listen attentively and move to and talk about music.	Being Imaginative & Expressive Children continue to listen, move and talk about music. Children now begin to express their feelings and create their own responses to music.	Being Imaginative & Expressive Children create their own music and begin perform their music for an audience. Children enjoy singing their favourite songs for an audience.

	Children enjoy watching and talking about dance and performance. Children enjoy learning to sing songs in a group or on their own. Children enjoy role play and storytelling through play.		Children begin to express their feelings and responses to dance and performance. Children sing, increasingly matching the pitch and following the melody. Children begin to take the lead in acting out familiar stories.		Children develop their own storylines during pretend play.	
RE	I am special Harvest	Christmas	Stories Jesus Heard Stories Jesus Told	Easter	Special Places	Special Times