

## Reception Year Overview

Reception 2022-23

Curriculum Areas – Early Learning Goals	Autumn Term Autumn	Spring Term Space /Superheroes	Summer Term Into the Wild
<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.</p>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Use new vocabulary in different contexts.</li> </ul>

<p><b>Personal, Social and Emotional</b></p> <p><b>Self-Regulation</b>  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b>  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Manage their own needs.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• See themselves as a valuable individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul>
---	--	--	---

<p><b>Physical</b></p> <p><b>Gross Motor Skills</b> 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.</p> <p><b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• 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.</li> <li>• Develop their fine 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.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• 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.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing - sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian.</li> <li>• 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.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
--	---	---	---

<p><b>Literacy</b></p> <p><b>Comprehension</b>          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> <p><b>Word Reading</b>          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> <p><b>Writing</b>          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>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
--	---	--	---

<p><b>Mathematics</b></p> <p><b>Number</b> 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> <p><b>Numerical Patterns</b> 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 evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>Getting to know you</b> Opportunities for setting in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><b>Just like me</b> Match and sort Compare amounts Compare size, mass and capacity Exploring pattern</p> <p><b>It's me 1,2,3</b> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional language</p> <p><b>Light and Dark</b> Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p><b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 Compare mass (2) Compare capacity (2)</p> <p><b>Growing 6,7,8</b> 6,7 &amp; 8 Combining 2 amount Making pairs Length &amp; Height Time</p> <p><b>Building 9 &amp; 10</b> Counting to 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns</p>	<p><b>To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate</p> <p><b>First, then, now</b> Adding more Taking away Spatial reasoning (2) Visualise and build</p> <p><b>Find my pattern</b> Doubling Sharing and grouping Even &amp; odd Spatial reasoning (3) Visualise and build</p> <p><b>On the move</b> Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping</p>
--	---	---	--

<p><b>Understanding the World</b></p> <p><b>Past and Present</b> 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.</p> <p><b>People, Cultures and Communities</b> 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.</p> <p><b>The Natural World</b> 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.</p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
--	--	--	--

<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b>  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.  Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b>  Invent, adapt and recount narratives and stories with peers and their teacher.  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.</p>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
--	--	--	---

## Characteristics of Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Reach for and accept objects. Make choices and explore different resources and materials.</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</li> <li>• Make independent choices.</li> <li>• Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Respond to new experiences that you bring to their attention.</li> <li>• Plan and think ahead about how they will explore or play with objects.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>• Do things independently that they have been previously taught.</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>• Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li> <li>• Keep on trying when things are difficult.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>• Keep on trying when things are difficult.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Use a range of strategies to reach a goal they have set themselves.</li> <li>• Keep on trying when things are difficult.</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</li> <li>• Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li> <li>• Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>• Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>• Know more, so feel confident about coming up with their own ideas.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Know more, so feel confident about coming up with their own ideas.</li> <li>• Make more links between those ideas.</li> <li>• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>