

Curriculum Story. Reception 2024-2025

SUBJECT	A1	A2	Sp1	Sp2	Su1	Su2
Specific/Prime Area	Marvellous Me!	The World Around us/ Let's Celebrate	Once upon a Time	Superheroes (including people who help us)	Amazing Animals	Under The Sea/At The Seaside/Pirates
RE	Myself Welcome	Birthday Celebrations Nativity	Gathering Growing	Good News	Friends	Our World
Big Question	Why am I precious?	What & why do we celebrate?	How and why do things grow?	What is good news?	Why are good friends important?	What makes our world so wonderful?
Literacy	Books: Colour Monster Goes to School What makes me a me? Rainbow Fish Listening to stories. Joining in with rhymes	Books: Rama & Sita Pumpkin Soup Bear Snores on Lost & Found Monkey Puzzle Beginning to retell stories.	Books: The Three Little Pigs Goldilocks & the 3 bears Little Red Riding Hood Jack & the Beanstalk Retelling stories with recently introduced vocabulary.	Books: Super Tato Super Worm People Who Help Us (Doctor, Firefighter, Vet, Ambulance) Building fluency and understanding.	Books: The Very Hungry Caterpillar How does a tadpole grow? The Tiny Seed Farmer Duck Explaining the stories they have listened to or have read themselves.	Books: Snail & The Whale Pirates Love Underpants Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.
Word reading	Linking sounds to letters. Initial sounds, oral blending, CVC sounds, reciting known stories. Floppy's Phonics Book 1.	Continue to read words by sound blending. Blending CVC sounds, rhyming, alliteration, Spotting diagraphs in words Floppy's Phonics Book 1.	Introducing di-graphs. Rhyming strings, common theme in traditional tales, identifying characters and settings. Floppy's Phonics. Book 2	Begin to read simple sentences. Story structure-beginning, middle, end. Floppy's Phonics. Book 2	Read and understand simple sentences. Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Floppy's Phonics. Bk 3.	Reading and understanding sentences with fluency including some common exception words. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently Floppy's Phonics. Bk 3.
Writing	Dominant hand, encouraging tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds & simple captions. Writing Names & Labels. Practicing correct letter formation.	Writing CVC words. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practicing correct letter formation.	Caption Writing. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based	Begin to write simple sentences. Creating own story maps. Writing short sentences to accompany story maps. Ensuring correct letter formation.	Writing simple sentences. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.	Writing simple sentences & phrases that can be read by others. Story writing. Beginning to use full stops, capital letters & finger spaces. Write a character description. Write three sentences with beginning, middle and end.

Mathematics	Subitising Numbers to 5	Shape (2D & 3D) Changes within 5 (1 more, 1 less)	Numbers to 10 Comparing numbers within 10	Measure (length/height, etc) Number bonds to 10	Counting on & Counting back Numbers to 20	Shape Measure Sorting
PowerMaths	Comparing groups within 5	Number bonds to 5	Addition to 10	Subtraction	Numerical patterns	
NCETM	Shape (3D & 2D)	Space		Exploring patterns		
Number & Shape, Space & Measure						
Communication & Language	<i>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, SCARF/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</i>					
	Settling in activities and carpet times. The Colour Monster – moods and feelings. Adults model language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?”	Ability to speak in sentences using language to develop relationships. Talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories developing vocab. Good listening skills.	Listen to stories to build familiarity, understanding & increase vocabulary. Ability to speak in sentences using language to develop relationships. Asking how and why questions...	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding & using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language & vocab. Relate the stories they have listened to in their lives & their role-play. Make up their own stories with beginning, middle and end.	Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments & actions. Holding a conversation with adults and peers.
Mantle of the Expert		Rama & Sita Commission: Helping Rama to come up with ideas to help save Sita from Ravana	Commission: Helping keep Little Red Riding Hood safe on her journey through the woods to Granny’s house.	Commission: Being Superheroes – who needs our help & why?	Commission: Building a shelter for the sheep – what do they need?	Commission: Saving the underwater animals from pollution
Physical Development	Fundamentals Unit 1 & 2 Balance, run, jump, hop, change direction. Supporting others, safety, taking turns, co-operation	Dance Unit 1 & 2 Learning actions, dynamics & use of space. Collaboration. Confidence. Creativity	Gymnastics Unit 1 & 2 Shapes, balances, jumps, rocking, rolling, travel. Determination, confidence	Ball skills Unit 1 & 2 Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick. Perseverance Co-operation.	Games Unit 1 & 2 Run, balance, change direction, throw, catch. Work safely, communication, co-operation.	Review of all skills and preparation for sports day
GetSet4PE						
Personal, Social & Emotional Development	Throughout the year children will work towards simple goals, being able to wait 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. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.				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.	
Self-Regulation						

Managing Self (including PSHCE programme units from SCARF)	New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rules and Routines. Supporting children to build relationships.	Getting on and falling out. How to deal with anger Emotions. Self-Confidence Build constructive & respectful relationships.	Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others	Relationships. What makes a good friend? Healthy me. Give children strategies for staying calm in the face of frustration. Talking about why we take turns, wait politely, tidy up after ourselves & so on.	Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Be confident to try new activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs.
Building Relationships	Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.				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.	
Understanding The World Past & Present (History)	Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family.	How have the polar regions changed over time? Look at images of icebergs/landmass, etc. (Lost & Found) How have rainforests changed over time? Deforestation (Monkey Puzzle) Links to festivals: Bonfire night, Diwali, Christmas. Can talk about what they have done with their families during Christmas' in the past.	Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle.	Role –play – Superheroes Police Doctors Vets Paramedics Firefighters	Roles of different jobs around us. What jobs do our family members do? Role-play – vet/farm hospital.	Exploring the seaside now and in the past. 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.
People, Culture & Communities (Geography)	Describing their environment around them. Exploring what makes a family. The varying members of a family unit.	Can they locate their home, our school and our church on google maps? Links to festivals: Bonfire night, Diwali Christmas. Christmas home role play. Cultural Events: Halloween (Trick or Treat), Bonfire Night, Christmas, Diwali, Remembrance	Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day	People in the local community who help – Doctors, Nurses, Vets, Fire, Police, Ambulance	Maps of the farmyard and developing maps of the local area. Explain some similarities & differences between life in this country and life in other countries	Describe their immediate environment using knowledge from observation. Know some similarities & differences between different religious & cultural communities in this country.

<p>The Natural World (Science)</p>	<p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>Seasons – Winter – differences/changes over time – weather, animals & plants. Melting ice experiments. Comparing the Arctic (including animals) to local area.</p> <p>Exploring light and dark.</p> <p>Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how we can take care of our world.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p>	<p>How vets and doctors look after living things. What do we need to do to help something survive? Do we all need the same things?</p> <p>How can we see in the dark? Exploring Space. How can we get to Space? Introduce children to NASA & astronauts.</p>	<p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing mini-beasts. Looking after the caterpillars.</p>	<p>Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations & drawing pictures of animals & plants. Know some similarities & differences between the natural world around them and contrasting environment.</p>
<p>Tinkology</p>	<p>What can a magnet pick up? This allows children to explore what materials are attracted to magnets, introducing them to concepts of magnetic force and materials.</p>	<p>How can we make a toy car go faster? This allows children to experiment with different ways to make a toy car move faster, introducing them to concepts like friction, incline, and force.</p>	<p>How tall can we build a tower before it topples over? This allows children to experiment with stacking blocks or other materials to see how high they can go. It introduces basic concepts of balance, stability, and gravity</p>	<p>What would a superhero need to build their secret hideout? This allows children to use their imagination to design a superhero hideout, exploring concepts of space, protection, and creative design.</p>	<p>How can we build a shelter to keep an animal safe and warm? This gets children thinking about the needs of animals and introduces ideas about construction, materials, and protection.</p>	<p>How can we make a pirate ship that floats? This allows children to explore buoyancy and basic engineering as they design and build a pirate ship that can stay afloat.</p>
<p>Expressive Arts & Design Creating with Materials</p>	<p>Self-portraits. Foam people. Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p>	<p>Large & small construction/ creative: make icebergs, trees, the world. Diva lamps. Firework pictures. Christmas decorations & cards. Winter pictures & scenes.</p>	<p>Spring pictures. Flower artwork. Chinese New Year Lanterns</p> <p>Listen to music & make up own dances in response.</p>	<p>Superhero pictures & Masks. Collage vehicles of real life ‘superheroes’ Summer pictures. Safely use & explore a variety of materials, tools & techniques. Experiment with colour, design, texture, form & function</p>	<p>Farm pictures Healthy Eating collages. Hungry Caterpillar Food</p>	<p>Marine life pictures. Paper plate jellyfish. 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>Being imaginative & expressive</p>	<p>Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p>Singing songs and learning some familiar songs – Winter songs. Role-play – the arctic. Small world - arctic explorer</p>	<p>Singing songs and learning some familiar songs – Easter songs. Role-play – home scene. Small world – Castles and Dragons.</p>	<p>Singing songs and learning some familiar songs – Superhero songs.</p>	<p>Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre.</p>	<p>Seaside/Sea songs. Role-play – under the sea. Invent, adapt and recount narratives and stories with peers and their teacher. Perform</p>

		Christmas songs. Performing the Nativity. Role-play – home corner (Christmassy)	Sing a range of well-known nursery rhymes and songs.	Role-play – hospital/vet/police station. Small world play – people who help us/superheroes.	Small world play – farmyards.	songs, rhymes, poems and stories with others
British Values	Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	British Values. Fundamental British Values underpin what it is to be a citizen in a modern & diverse Great Britain valuing our community & celebrating diversity of the UK. Fundamental British Values are not exclusive to being British & are shared by other democratic countries.
ICT	ICT will be covered throughout the curriculum on a daily basis. This will take the form of toys with moving parts. On/off switches, motors. We will also access mathematical & phonics games on the iPads as & when appropriate.					