

## Reception: Yearly Curriculum Overview 2017/18

Subject / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Settling in Behaviour expectations and routines	What happens when I fall asleep? Why do squirrels hide their nuts?	Do cows drink milk? Will you read me a story?	Why do ladybirds have spots? Are carrots orange?	What can you see in summer? What is a reflection?	Why don't snakes have legs? Why do zebras have stripes? Who lives in a rock pool?
<b>Communication &amp; Language</b>	Children will be able to: Listens to others in small groups. Listen to stories with increasing attention and recall. Respond to simple instructions. Retell a simple past event in correct order.	Children will be able to: Understand 'why' and 'how' questions. To be able to follow directions. Show understanding of prepositions eg under, over, behind etc. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Children will be able to: Build up vocabulary that reflects the breath of their experiences. Uses language to imagine and recreate roles and experiences in play situations.	Children will be able to: Sit quietly during appropriate activity. Listens attentively in a range of situations. Respond to what they hear with relevant comments, questions or actions.	Children will learn to: Listen attentively and be able to follow a story without pictures or props. Listen in a larger group and maintain attention/concentration.	Children will learn to: Carry out instructions with several parts in a sequence. Express their views about events or characters in stories.
<b>Personal Social and emotional Development</b>	Play in a group, extending and elaborating play ideas. Select and use activities and resources with help. Be confident to talk to other children when playing. Communicate freely about own home and community.	Demonstrate friendly behaviour, initiating conversations and forming good relationships with adults and children. Enjoy carrying out small responsibilities. Be aware of boundaries set and of behaviour expectations in setting.	Shows confidence in asking adults for help. Be aware of their own feelings, and those of others. Become more confident in new social situations.	Understand the consequences of their own actions and how they affect others. Takes steps to resolve conflicts with other children.	Play co-operatively with other taking turns and sharing. Be sensitive to the needs of others and form positive relationships with adults and other children.	Be confident to try new activities and say why they like some activities more than others. Be confident to speak in familiar groups about their ideas. Say when they do and don't need help. Talk about their feelings and adapt behaviour to different events.
<b>Physical Development</b>	Show different ways of moving. Travels with confidence and skill around, under, over, through balancing and NEW climbing equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Dresses with help.	Moves freely and with pleasure and confidence in a range of ways. Show good control in large and small movements. Dress and undress independently. Begin to form recognisable letters.  FIRST FUN Program Co-ordination – floor movement patterns (FUN station 10) Static Balance – One leg standing (FUN station 1)	Negotiates space successfully when playing with others, adjusting speed or changing directions to avoid obstacles. Enjoys a range of healthy foods.  FIRST FUN Program Dynamic Balance to Agility (FUN station 6) Static Balance – Seated (FUN station 2)	Show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.  FIRST FUN Program DYNAMIC Balance (FUN station 5) Static Balance in Pairs (FUN station 7)	Move confidently with good co-ordination in large and small movements. Handle equipment and e=tools effectively, including pencils for writing.  FIRST FUN Program Co-Ordination – Ball skills (Fun Station 9) Counter Balance in Pairs (FUN station 7)	Talk about the importance of healthy diet, physical exercise and ways to keep healthy and safe. Dress and undress independently.  FIRST FUN Program Co-ordination with Equipment (FUN station 8) Agility – Reaction/Response (FUN station 12)
<b>Phonics</b>	Phonics - Letters & sounds program. – linked with Jolly Phonics actions					
<b>Reading</b>	Reading is based on Oxford Reading scheme and Songbird books					

<b>Literacy</b>	Looks at and handle books independently. Listens to and joins in with stories in small groups. Ascribes meanings to marks that they see in different places. Gives meanings to marks they make as they draw, write and paint. Write their names using correct formation.	Describes main story settings, events and characters. Show interest in illustrations and print in books and in the environment. Link sounds to letters, naming and sounding letters of the alphabet.	Hear and say initial sound in words. Enjoy an increasing range of books. Write own name and other things such as captions, labels etc. Use some letters to communicate meaning in words correctly and in sequence.	Begin to read words and simple sentences using segmenting and blending skills. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Use their phonic knowledge to decode regular words and read them out aloud accurately. Attempt to write short sentences in meaningful contexts. Begin to use connectives in their sentences and speech.	Read with expression and out aloud. Write for different purposes which can be read by themselves and others. Spell words correctly both regular and irregular words. Read high frequency words.
<b>Maths</b>	Recognise, create and describe patterns. Estimate a number of objects and check by counting. Count reliably within 10.	Use everyday language to talk about weight, size, and capacity. Say which number is one or less than a given number to 10. Talk about time and the calendar.	Use mathematical language to talk about everyday objects and shapes. Count reliably up to 20. Say which number is 1 more or less than a given number to 20.	Use everyday language when talking about position, direction, distance and time. Add and subtract 2 single digit numbers by counting on and backwards.	Talk about properties of 2d and 3d shapes. Solve number problems including doubling, halving and sharing. Count reliably numbers beyond 20. Talk about money.	Problem solving using addition and subtraction  Count to number upto100.  Consolidation of 2d/3d shapes
<b>Understanding the world</b>	Remember and talks about significant events in their own experience. Talk about features of their immediate environment.	Shows interest in the lives of people who are familiar to them. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Talks about why things happen and how things work. Recognises and describes special times and events for family and friends. Shows care and concern for living things and the environment.	Shows interest in different occupations and ways of life. Make observations of animals and plants and explain why some things occur and talk about changes.	Talk about similarities and difference in relation to friends and family. Talk about the past and present event in their own lives.	Complete a simple program on the computer, tablet, ipad. Understand the use of technology in our everyday lives.
<b>Expressive Arts and Design.</b>	Uses various construction materials. Explore what happens when they mix colours. Begins to build a repertoire of songs and dances. Captures experiences and responses with a range of media. Build stories around toys.	Explores the different sounds of instruments. Constructs with a purpose in mind, using a range of resources. Plays alongside other children as part of a group to develop and act out narrative.	Create simple representation of events, people and objects. Introduce a storyline or narrative into their play.	Manipulate materials to achieve a planned effect. Use simple tools and techniques competently and appropriately.	Sing songs, make music, and dance and experiment with ways of changing them. Experiment with colour, design, texture and form. Safely use a range of tools and techniques.	Express ideas and opinions through music, images and creations. Talk about ideas and processes of their product. Talk about features of their own work and that of others, discussing strengths and differences.
<b>SMSC</b>	Use a range of social skills in different contexts. Use imagination and creatively in their learning.	Sense enjoyment and fascination when learning about themselves, others and the world around them. Understand the consequences of their behaviour and actions.	Reflect willingly on their experiences. Participate in a variety of communities and social settings.	Recognise the differences between right and wrong and apply this understanding to their lives.	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.	
<b>Useful websites</b>	Phonics programme: Letters and Sounds ( <a href="http://www.letters-and-sounds.com">www.letters-and-sounds.com</a> and <a href="http://www.jollylearning.co.uk">www.jollylearning.co.uk</a> )					

\*The above topics are subject to change in line with the children's interests.