Reception Curriculum
Building Strong Foundations for Learning, Faith and Life
Barkston Ash Catholic Primary School

With God's Guidance, We Grow and Learn

Reception Curriculum

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At Barkston Ash Catholic Primary School, we believe every child deserves an ambitious and inspiring start to their education. Our Reception curriculum provides rich learning experiences that help children grow in confidence, independence and curiosity.

Learning is carefully planned around the Early Years Foundation Stage and supports children to develop the knowledge, skills and vocabulary they need for future success. Through purposeful play, high-quality teaching and meaningful experiences, children are encouraged to explore, create, communicate, investigate and solve problems.

Our Curriculum Goals sit at the heart of our Reception curriculum. They identify the key knowledge, skills, personal qualities and learning behaviours we want children to develop by the end of Reception. They provide a clear vision for children's learning and help ensure that every child is well prepared for the next stage of their education.

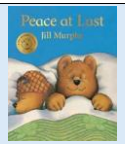
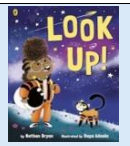
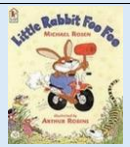
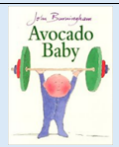
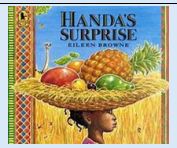
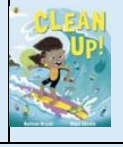
Each area of learning contributes towards these goals. Together, they support children in becoming confident communicators, enthusiastic readers, successful writers, mathematical thinkers, curious explorers, skilled creators and compassionate citizens.

By the end of Reception, children have developed the knowledge, skills, vocabulary and attitudes needed to thrive in Year 1 and beyond.



Reception Long Tem Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me, My Family and My Community	Our Homes and Our Stories	Around the World and Beyond	Making and Moving	Growing and Changing	People, Places and the Past
Parent engagement and Partnerships We believe that strong partnerships between home and school are essential in supporting children's learning and development. Throughout the year, parents and carers are invited to take part in workshops, stay-and-play sessions, sharing assemblies, celebrations and information sessions that enable them to engage with the curriculum and support their child's progress.						
Parent Engagement	Welcome liturgy Harvest Parents evening Sharing assembly Curriculum letter	Read Wrtie Inc and early reading parent meeting Foundational skills workshop Sharing assembly Stay and play Nativity	Sharing assembly Curriculum letter ReadWrite Inc set 2	Easter bonnet Parade Sharing assembly Parents evening Stay and play	Parents meeting Visiting the chicks Stay and play Sharing assembly Curriculum letter	Sharing assembly End of year reports Stay and read sessions Reception and KS1 art gallery Sports day Transition workshop
Curriculum Goals Each half term, children focus on two Curriculum Goals and are encouraged to complete a range of optional learning-at-home challenges linked to the goals. Evidence can be shared through Tapestry, photographs, drawings or discussions in class. Children work towards Bronze, Silver and Gold badges, celebrating their achievements and strengthening the partnership between home and school.						
Enrichment Experiences Our curriculum is enhanced through carefully planned enrichment experiences. Children take part in educational visits, welcome visitors and celebrate cultural events. These first-hand experiences broaden their knowledge of the world and develop cultural capital. They inspire curiosity, build confidence and deepen learning across the curriculum.						
Enrichment experiences	Visit to Church Local visit Harvest Librarian visit Children's university visit Black history month Diwali Postal museum virtual lesson	Remembrance Day Visit to Church Theatre trip Pantomime visit Anti-bullying week Christmas fayre Visit from police and fire service Visit from British transport Police	Visit to church Safer internet day Bible studies week Chinese New Year Stem assembly	Visit to church Visit from Farmer Carl World book day School trip to Eureka School disco Easter Visit from local doctor/dentist Charity fund raising event voted for by reception children	Visit to church Chicks in class Charity visit Reception art and DT club Visit from RNLI	School trip to Harlow Carr Librarian visit Reception Art and DT club Summer fayre Visit from guide dogs
Reading Spine (See separate reading spine document) High-quality texts are at the heart of our curriculum. Our reading spine is carefully sequenced across the year. It enriches children's language, develops cultural capital and inspires curiosity. It also helps to foster a lifelong love of reading. Vocabulary is planned and taught through the accompanying vocabulary progression.						

Reading Spine English Cycle A						 
Reading Spine English Cycle B						 

Reading for Pleasure

We promote a love of reading through regular opportunities to explore and enjoy high-quality texts. Children are encouraged to develop positive reading habits both at school and at home through shared reading experiences and access to a wide range of books.

Then include:

Weekly library visits | Reading Passport books shared at home | Daily story times | Termly Reading challenges | Reading buddies

Daily Story Time and Reading Spine (see separate Daily Story Time document)

High-quality texts are at the heart of our curriculum. Children enjoy a carefully chosen range of stories, rhymes, poems and non-fiction texts throughout the year. These texts develop a love of reading, enrich language, spark curiosity and broaden children's experiences.

Daily Story Time Reading spine	Shark in the Park The Tiger Who Came to Tea Little Rabbit Foo Foo Avocado baby Some dogs do The elephant and bad baby Oliver's Vegetables	Farmer Duck Ruby's worries Five minutes peace Norman – the slug with the Silly Shell Where's my Teddy Kitchen Disco Handa's Surprise Wow Said the Owl	George and the Dragon Barry – The fish with Fingers See you later Alligator Splat the Cat How to Catch a Star Kipper's Birthday Naughty Bus	The rainbow Fish Dogger Duck in the Truck Mr wolf's Pancakes The Princess and the Wizard Peace at Last	SHHHHHH The Gruffalo OI Frog Shark in the Park on a Windy Day Goldilocks and the 3 Bears Meg and Mog Mog	Dear Zoo Laura's Star Fidgety fish Mr Wolf and the 3 Bears The Hungry Caterpillar Room on the Broom
Story Time Reading Spine Poetry	A great big cuddle Bug red Dragon	Smile out loud Caterpillar cake	Blow a Kiss, Catch a Kiss Dinosaurs	Shuffle and Squelch Out and About	Poems Out Loud Ready for Spaghetti	A poem in the Sky Commotion in the Ocean

Nursery rhymes and Songs (see Nursery Rhyme and Songs Progression)

Children revisit a core bank of nursery rhymes and songs throughout the year. Repetition develops language, vocabulary, memory and listening skills. It builds phonological awareness and lays strong foundations for reading and communication.

Nursery rhymes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduce core rhymes	Revisit and perform core rhymes	Recall rhymes independently	Retell and adapt rhymes through play	Extend rhymes with actions and discussion	Confident recital and performance

Assessment Opportunities

Assessment Opportunities	Analyse nursery/preschool assessments National baseline assessment In house baseline on entry Baseline analysis Read Write Inc assessment EYFS tracker	Tracking of prime and specific areas at check points Read Write Inc assessment External moderation with other schools Tracking of children not on track	Tracking of prime and specific areas at check points Read Write Inc assessment External moderation with other schools Tracking of children not on track GLD projections	Tracking of prime and specific areas at check points Read Write Inc assessment External moderation with other schools	Tracking of prime and specific areas at check points Read Write Inc assessment External moderation with other schools	End of year analysis Transition meetings with Year 1 teacher End of year reports

Assessment is an ongoing part of teaching and learning in Reception. Half-termly Read Write Inc. assessments are used to monitor progress and group children effectively. Assessment information is analysed regularly to identify needs early and provide timely intervention. Adaptations are made to learning, provision and the environment where necessary. The SENCO works closely with the Reception team and families to identify and address concerns at the earliest stage.

Characteristics of Effective Learning

STATUTORY EDUCATIONAL PROGRAMME The Characteristics of Effective Learning describe how children learn rather than what they learn. They underpin learning and development across all areas of the Early Years Foundation Stage and support children to become motivated, independent and successful learners.
The three Characteristics of Effective Learning are:
Playing and Exploring – children investigate and experience things and are willing to have a go.
Active Learning – children concentrate, keep on trying when they encounter difficulties and enjoy their achievements.
Creating and Thinking Critically – children develop their own ideas, make links between ideas and choose ways to do things.
These characteristics are evident across all areas of learning and development and are fundamental to children's progress, attainment and long-term success as learners. Children should be supported to develop curiosity, resilience, independence, creativity and problem-solving skills through purposeful play, exploration and high-quality adult interactions.

Intent	**Implementation**	**Impact**
At Barkston Ash Catholic Primary School, we aim to develop children who are curious, motivated and resilient learners. We recognise that how children learn is just as important as what they learn. Through the Characteristics of Effective Learning, children develop the confidence, independence and perseverance needed to succeed both in Reception and beyond. We encourage children to explore, investigate, ask questions and develop their own ideas. We want children to become active participants in their learning who are willing to take risks, solve problems and communicate their thinking. Rich opportunities for talk, play and exploration support children in becoming confident learners who are well prepared for Year 1.	The Characteristics of Effective Learning are embedded throughout all aspects of the Reception curriculum. Through carefully planned provision, purposeful play and high-quality adult interactions, children are encouraged to: • Play and Explore by investigating, experimenting, following their interests and engaging with new experiences. • Actively Learn by maintaining focus, persevering when challenges arise and taking pride in their achievements. • Create and Think Critically by developing ideas, solving problems, making links in their learning and reflecting on their experiences. Adults create an enabling environment that promotes curiosity, independence and creativity. Practitioners observe children closely to understand how they learn and use this information to plan opportunities that build upon individual interests, strengths and next steps. Open-ended resources, shared thinking opportunities and high-quality interactions enable children to develop the learning behaviours that underpin future success.	Children demonstrate the Characteristics of Effective Learning across all areas of the curriculum. They become confident, independent learners who are willing to explore new ideas and take on challenges. Children show increasing concentration, resilience and motivation, sustaining involvement in activities for longer periods of time. They develop the ability to think creatively, solve problems, make connections and explain their reasoning with growing confidence. By the end of Reception, children are curious, engaged and reflective learners who have developed strong foundations for future learning and are well prepared for the expectations of Year 1.

	Playing and Exploring	**Active Learning**	**Creating and Thinking Critically**
	Children investigate, explore and develop their own interests. They show curiosity, ask questions, take risks and engage actively in new experiences.	Children concentrate on activities, persevere when challenges arise and take pride in their achievements. They learn to keep trying and develop resilience.	Children develop their own ideas, solve problems, make links between experiences and explain their thinking. They reflect on their learning and adapt their ideas.

Characteristics of Effective Learning Across the Year

	Investigates and explores new experiences. Develops curiosity, asks questions and follows personal interests.	Concentrates on activities, perseveres when challenges arise and takes pride in achievements.	Develops ideas, solves problems, makes links in learning and explains thinking.
	Takes risks and is willing to have a go.	Learns from mistakes and keeps trying when things are difficult.	Reflects on learning and adapts ideas when needed.
	Engages independently in play and learning experiences.	Maintains involvement in activities for increasing periods of time.	Uses imagination, creativity and reasoning to deepen understanding.
Assessment and Observation			
The Characteristics of Effective Learning are assessed through ongoing observation of children's play, interactions and engagement across all areas of learning. Practitioners consider how children investigate, concentrate, persevere, problem-solve and communicate their thinking. Assessment information is used to inform planning and support children's next steps in learning.			
Transition to Year 1			
The Reception Year provides the foundation for successful learning in Key Stage 1. Children leave Reception as curious, resilient and independent learners who can work with others, solve problems and share their ideas confidently. These learning behaviours help children to access the Year 1 curriculum and support future learning.			

Communication and Language

Linked Curriculum Goals: ***Confident Communicator*** ***Independent Learner***

STATUTORY EDUCATIONAL PROGRAMME: 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, story-telling 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.

Intent	**Implementation**	**Impact**
We aim to nurture confident communicators who can share their ideas, listen to others and engage thoughtfully in a wide range of situations. Children are encouraged to use language to explain their thinking, ask questions and respond to more complex instructions. Speaking and listening are highly valued, and every child's voice is respected and celebrated.	Communication and language skills are developed through a balance of direct teaching, shared storytelling and purposeful play. Adults model language effectively, extend vocabulary and engage children in meaningful conversations linked to their interests and experiences. High-quality texts are used daily to: - Introduce rich and ambitious vocabulary - Develop listening and attention skills - Support storytelling, role play and imaginative thinking - Encourage children to explain, predict and reflect Stories, rhymes, poems and non-fiction texts are revisited regularly to build familiarity, understanding and confidence, enabling children to apply new language independently in their play and learning.	Children develop into confident and articulate communicators who are able to express their ideas, thoughts and needs clearly. They enjoy asking questions, engaging in meaningful conversations and responding thoughtfully to both adults and peers, demonstrating effective listening skills across a range of situations. As a result of regular exposure to high-quality texts and rich language experiences, children's vocabulary grows significantly and they are increasingly able to use new language accurately and confidently. Children can follow and respond to increasingly complex instructions, sustain attention in a variety of contexts and contribute positively to discussions. They develop an understanding that every voice is valued and show respect for others by taking turns, listening attentively and responding appropriately, laying secure foundations for communication and learning as they move into Year 1 and beyond.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To understand how to listen carefully and why listening is important. To engage in story times, rhymes, and songs. To maintain attention in whole class sessions. To understand 'why' questions.	To listen to and talk about stories to develop understanding. To follow instructions with two parts. To be able to listen in familiar and new situations. To maintain attention in new situations.	To be able to listen attentively in a range of situations and respond with questions, comments or actions. To maintain attention during appropriate activities. To participate in whole class, small group and 1:1	To develop concentration and maintain attention in different contexts. To engage in non-fiction texts. To listen to and talk about non-fiction books, to develop a deep familiarity with new knowledge and vocabulary.	To maintain attention for longer periods of time and concentrate in a range of contexts. To listen and understand instructions while busy with another task. To be able to carry out and maintain an activity while listening. To understand how,	To listen attentively and respond appropriately in a range of situations. To listen to and attend to others in play and discussion. To make comments and ask questions to clarify understanding. To hold conversations through back-and-forth exchanges with adults and peers.

			discussion, sharing own ideas.		why, and where questions.	
Speaking	To speak in sentences, using 4-6 words or more. To use talk to organise play and engage others.	To be able to start a conversation with peers and adults. To ask questions to find out more information about things and to check understanding.	To consider the listener's needs and take turns in conversation. To begin to use past tense when speaking. To be able to recount past events.	To articulate their ideas and thoughts in well formed sentences. To use talk to work out problems and organise thinking and ideas. To begin to connect one idea to another using a range of connectives. To describe events in some detail. To use talk to explain how things work and why they might happen.	To articulate their ideas and thoughts in well-formed sentences. To be able to confidently use language to explain their thinking and reasoning. To be able to describe events in detail. To be able to hold a conversation and engage in back-and-forth exchanges when speaking.	To be able to speak in well-formed sentences, using past, present and future tenses. To retell familiar/well-known stories, using their own words and making use of repetitive phrases. To use a range of conjunctions to extend and articulate their ideas. To use new vocabulary in different contexts.
Vocabulary						
Children will be exposed to and encouraged to use ambitious vocabulary from high-quality texts, non-fiction, poems, rhymes, continuous provision and adult interactions. New vocabulary will be explicitly taught, modelled, revisited and embedded through meaningful contexts.						
	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Social language: good morning, please, thank you, excuse me, share, listen, take turns. Story language: character, setting, beginning, end. Feelings vocabulary: happy, sad, excited, worried, proud.	Questioning language: who, what, where, when, why. Describing vocabulary: enormous, tiny, freezing, smooth, rough. Time language: yesterday, today, tomorrow.	Reasoning language: because, but, so, if. Sequencing language: first, next, then, finally. Recount vocabulary: remembered, happened, discovered.	Non-fiction language: fact, information, observe, investigate, explain. Prediction language: predict, perhaps, maybe, might.	Reasoning and comparison language: compare, similar, different, same, important. Questioning language: how and why.	Extended language: meanwhile, eventually, suddenly, although, however. Future language: will, might, could, going to. Retelling vocabulary linked to familiar stories
Tier 2 vocabulary from high-quality texts will be explicitly taught, modelled, revisited and embedded through discussion, storytelling, role play and continuous provision. Vocabulary will include social language, story language, questioning language, reasoning language and non-fiction language.						

On-going throughout the year	To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking. To be able to express their ideas and feelings related to their experiences. To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound. To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc). To listen to and talk about stories to build familiarity and understanding
End of Year ELG	**ELG: Listening, Attention and Understanding:** 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. **ELG: Speaking** 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.
The Reception Year provides the foundation for communication and language skills the children will build upon in Year 1.	In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014

Personal, Social and Emotional Development

Linked Curriculum Goals: ***Independent Learner*** ***Respectful Citizen*** ***Compassionate Citizen***

STATUTORY EDUCATIONAL PROGRAMME: Personal, Social and Emotional Development (PSED) is fundamental to children's wellbeing and underpins their learning and development across all areas of the Early Years Foundation Stage. Through carefully planned experiences and positive, secure relationships, children are supported to understand and manage their emotions, develop a positive sense of self and build respectful relationships with others.
Children are taught to recognise and articulate their feelings, show resilience and perseverance, set themselves simple goals and develop confidence in their abilities. Strong, warm and supportive relationships with adults enable children to feel safe, valued and confident, supporting them to persist, focus attention and regulate their behaviour appropriately. Through adult modelling and guidance, children learn to manage their personal needs independently, make healthy choices and develop the social skills necessary to build friendships, cooperate with others and resolve conflicts peacefully. These essential skills provide a secure foundation for success in school and later life.

Intent	**Implementation**	**Impact**
Our PSED curriculum aims to develop confident, resilient and emotionally literate children who have a strong sense of self and feel a genuine sense of belonging within the school community. We want every child to feel valued and respected, develop positive attitudes towards learning and understand the importance of kindness, fairness and cooperation. Through PSED, children learn to recognise and manage their emotions, develop independence, make responsible choices and build positive relationships. This area of learning supports children's wellbeing and prepares them to succeed academically, socially and emotionally.	PSED underpins all aspects of daily life in Reception and is embedded throughout continuous provision, routines and adult-led learning. High expectations for behaviour, wellbeing and independence are consistently modelled and reinforced by all adults. Key elements of our implementation include: Daily routines that promote security, independence and emotional regulation Regular assemblies and class discussions linked to PSED themes Consistent use of the school behaviour policy and values (Barkston Ash 5 Golden Rules) Direct teaching through the *Ten Ten PSHE* programme to ensure full coverage of PSED objectives Focused observations at baseline to assess children's wellbeing and levels of involvement Opportunities for children to make healthy choices, manage personal hygiene and develop self-care skills High-quality adult interactions that support children to reflect, problem-solve and regulate emotions	As a result of our PSED curriculum, children develop into confident, emotionally secure and resilient learners who are well prepared for the next stage of their education. They demonstrate an age appropriate understanding of right and wrong and begin to recognise that behaviours and choices have consequences. Children show increasing independence in managing their own needs, regulating their emotions and making positive choices throughout the school day. They build respectful and trusting relationships with adults and peers, showing empathy, cooperation and kindness in their interactions. By the end of Reception, children have the social and emotional skills, self confidence and positive attitudes to learning needed to transition successfully into Key Stage1.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Regulation	To be able to name and talk about, different feelings and emotions. To welcome distractions when upset.	To begin to express their feelings and consider the perspectives of others.	To understand their own thoughts and feelings and respect that those of others may be different to theirs.	To be able to make their own choices and communicate what they need.	To begin to understand that children think and respond in different ways to them.	To be able to identify and moderate their own feelings. To be able to see themselves as unique and articulate their own

	To be able to express their own likes and dislikes. To begin to understand that their immediate needs cannot always be met.		To be able to regulate their own emotions and behaviours in a range of situations.		To be able to talk about their own abilities positively.	strengths and values. To be able to show sensitivity to others needs and feelings. To be able to confidently talk about a range of emotions and now how these make them feel. To be able to articulate the classroom rules and engage in discussions about right and wrong choices.
Managing Self	To become increasingly able to follow school and classroom rules. To be able to independently organise their belongings in the morning/ afternoon. To manage own personal hygiene needs. To show an interest in, and be excited about new activities.	To independently choose where they would like to play.	To be confident to try new things and happy to take risks. To understand, and be able to explain, why we have rules and always tries to follow them. To know right from wrong and behave accordingly. To be able to manage their own needs. To show pride in their own achievements.	To be able to reflect on the work of others and self-evaluate their own work. To show high levels of independence throughout the day. To begin to show persistence when faced with challenges.	To begin to understand that eating well contributes to good health. To be able to show resilience when things don't go as planned. To be able to show perseverance when faced with a challenge.	To be able to confidently manage all their own personal hygiene needs (E.g., dressing, toileting, teeth brushing etc). To be able to talk about factors that support their overall wellbeing. To understand the importance of healthy food choices and the impact this has on lifestyle. To show high levels of perseverance and resilience.
Building Relationships	To be able to build constructive and respectful relationships with adults and peers.	To begin to take turns and share resources. To continue to build constructive and respectful relationships with adults and peers.	To work well with others, as part of a team. To be able to take turn, while playing cooperatively with others. To be able to identify 'kindness' and know what it means to be kind. To seek out others to share activities and experiences.	To be able to keep play going by co-operating, listening, speaking, and explaining.	To begin to resolve conflicts with others.	Enjoys playing cooperatively in a range of situations. To be able to find constructive ways to resolve conflicts. Seeks out a challenge and enjoys the process.

PSHE and RSHE

PSHE and RSHE are taught weekly through the Ten Ten Life to the Full programme, a Catholic PSHE and Relationships Education scheme. The programme supports children's personal, social and emotional development by helping them understand their own feelings, build positive relationships, develop resilience and recognise their unique value as individuals.
Children explore three core themes:

Created and Loved by God - understanding themselves, their emotions and their value.
Created to Love Others - developing positive relationships, empathy, respect and kindness.
Created to Live in Community - understanding their role within the school, parish and wider world.

Through stories, discussion, role play, prayer and reflection, children develop the knowledge, skills and attitudes needed to make positive choices, regulate emotions, build healthy relationships and become active members of their community. Learning is revisited throughout the year to deepen understanding and support long-term development.

British Values and Protected Characteristics (see separate document Reading Spine British Values And Protected Characteristics

British Values and Protected Characteristics are embedded throughout the Reception curriculum and daily classroom life. Through high-quality interactions, collective worship, Picture News, Ten Ten Life to the Full and our carefully planned Reading Spine, children develop an understanding of respect, fairness, belonging, inclusion and responsibility. The curriculum provides meaningful opportunities for children to explore similarities and differences between people, families, cultures, beliefs and communities.

Key Vocabulary

	Self-Regulation	Managing Self	Building Relationships
	emotions feelings calm worried frustrated proud confident self-regulation	independent resilience perseverance challenge responsibility healthy hygiene wellbeing	friendship kindness respect empathy cooperation inclusion belonging community

On-going throughout the year	Use a range of self-regulation strategies to manage feelings and behaviour. Build positive relationships with adults and peers. Show kindness, empathy and sensitivity towards others' needs and feelings. Follow classroom rules, routines and expectations independently. Develop confidence, resilience and perseverance when faced with challenge. Manage personal needs with increasing independence. Enjoy receiving praise and celebrate the achievements of themselves and others.
End of Year ELG	**ELG: Self-Regulation:** 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. **ELG: Managing Self:** 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. **ELG: Building Relationships**: 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.
The Reception Year provides the foundation for many skills the children will build upon in key stage 1.	The Reception Year provides the foundation for personal, social and emotional development in Key Stage 1. Children develop confidence, resilience, independence and positive relationships. They learn to recognise and manage their emotions, regulate their behaviour and work cooperatively with others. These skills underpin learning across the curriculum and support a successful transition into Year 1. As children move through Key Stage 1, they continue to build on these foundations, developing greater self-regulation, emotional literacy and understanding of healthy relationships.

Physical Development

Linked Curriculum Goals: ***Independent Learner*** ***Active Athlete***

STATUTORY EDUCATIONAL PROGRAMME: Physical activity is vital in children's all-round development, enabling them to lead happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, beginning with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and active play 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and supporting children's social and emotional wellbeing.

Fine motor control and precision help to develop hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, alongside the use of a range of small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent	**Implementation**	**Impact**
Physical Development provides opportunities for children to develop control, coordination and confidence in their movements. Through a range of planned and child-initiated experiences, children develop the gross motor skills needed for running, jumping, climbing, balancing and negotiating space safely. They also develop the fine motor control, strength and precision required for writing, drawing and using a range of tools independently. We aim for all children to develop a positive attitude towards physical activity and to build the fundamental skills needed for future learning, health and wellbeing.	Children have daily opportunities to practise, develop and challenge their physical development through both adult-led teaching and continuous provision. PE sessions provide opportunities to develop fundamental movement skills, balance, coordination, agility and spatial awareness through games, gymnastics and dance. Fine and gross motor skills are explicitly taught and regularly revisited through planned activities, outdoor learning and active play. We follow the Nelson Handwriting programme to develop posture, pencil grip and letter formation. Fine motor skills are developed through a range of practical activities to build strength, control and precision for writing. Children are also encouraged to develop independence through dressing, managing personal care and using tools safely and effectively.	Children demonstrate increasing strength, balance, coordination and confidence in their movements and are able to negotiate space safely. They apply and develop a range of gross motor skills through play and structured activities and understand the importance of being physically active. Children use a range of tools with increasing control and precision, developing the fine motor skills needed for writing. They show greater independence in managing their personal needs and are well prepared for the expectations of Key Stage 1.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	To further develop the skills needed to manage the school day successfully, including lining up, queuing, mealtimes and personal hygiene. To use core muscles to sit on the carpet during focused learning. To show an awareness of space	To revise and refine fundamental movement skills including rolling, crawling, walking, running, jumping, hopping, skipping and climbing. To use tools, such as digging tools, safely and purposefully. To move confidently when negotiating	To develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming. To develop confidence, competence, precision and accuracy when engaging in activities involving a ball. To move safely and confidently around	To refine ball skills including throwing, catching, kicking, passing, batting and aiming. To continue developing confidence, competence, precision and accuracy when engaging in activities involving a ball.	To combine different movements with increasing ease, control and fluency. To use core muscles to maintain good posture for extended periods of time. To demonstrate increasing stamina during physical activity.	To confidently and safely use a range of large and small apparatus indoors and outdoors, independently and with others. To dress and undress independently. To be secure in a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

	and speed when moving.	space and obstacles.	equipment and obstacles.	To apply ball skills in games and collaborative activities.		
Fine motor	To begin to use a knife and fork together to cut food. To peel their own fruit independently. To show a preference for a dominant hand. To develop and use a pincer grip when manipulating small objects.	To explore and manipulate small-scale resources with increasing control. To open packets and cartons independently. To use scissors correctly to cut along a straight line.	To independently use a knife and fork together to cut food. To begin to use a static tripod grip when drawing and writing.	To use scissors accurately to cut out simple shapes. To use a static tripod grip with increasing confidence and control	To use a dynamic tripod grip with increasing consistency. To use scissors effectively for a range of purposes. To fasten and unfasten buttons independently.	To write recognisable letters with increasing accuracy and confidence. To use an effective tripod grip in most cases. To demonstrate the hand strength and control needed for sustained writing activities.
Transition to Year 1 The Reception Year provides the foundations for handwriting development in Key Stage 1. Through the Nelson Handwriting programme, children develop posture, pencil control, letter formation and fine motor skills, preparing them for the increasing demands of writing across the Year 1 curriculum. By the end of Reception, children are equipped with the skills, knowledge and confidence needed to continue developing handwriting fluency and accuracy in Year 1.						
The Reception Year provides the foundation for handwriting skills the children will build upon in Year 1.	The Reception Year provides the foundation for the physical development skills children will continue to build upon in Year 1. Through a range of indoor and outdoor experiences, children develop their gross and fine motor skills. They build balance, coordination, agility, strength and control through planned activities and active play. Children learn to move confidently and safely in a variety of ways and develop positive attitudes towards physical activity. They also develop the fine motor precision needed for writing and using a range of tools effectively. These foundations enable children to access the increasing physical, personal and academic demands of the Year 1 curriculum.					
P.E PE is taught through a progressive programme of games, gymnastics, dance and physical activities. Children develop fundamental movement skills, balance, coordination, agility and spatial awareness through a range of engaging indoor and outdoor experiences. Skills are revisited and built upon throughout the year to develop confidence, competence and enjoyment in physical activity.						
P.E Units	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Multi Skills	**Dance: Toys**	**Gymnastics: Traditional Tales**	**Ball Skills and Rallies**	**Athletics**	**Striking and Fielding**
Key Vocabulary						
	run jump hop skip	dance move toy music	balance jump roll	throw catch roll bounce	run jump throw race	throw catch roll stop

	balance throw catch move space stop	fast slow stop shape copy space	travel shape move still story space safely	stop partner	fast slow start stop space safely	run team game space partner safely
On-going throughout the year	To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity, To 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 spoon. To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To develop overall body-strength, balance, co-ordination, and agility. To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc). To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).					
End of Year ELG	**ELG** **ELG: Gross Motor Skills** 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. **ELG: Fine Motor Skills** 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.					
The Reception Year provides the foundation for many skills the children will build upon in Year 1.	The Reception Year provides the foundation for the physical development skills children will continue to build upon in Year 1. Through a range of indoor and outdoor experiences, children develop strength, balance, coordination and control. They learn to move confidently and safely in a variety of ways and develop positive attitudes towards physical activity. Children also acquire the fine motor skills needed for writing and other curriculum activities. These foundations support a successful transition into the Year 1 Physical Education and handwriting curriculum.					

Literacy

Linked Curriculum Goals: ***Enthusiastic Reader*** ***Successful Writer*** ***Confident Communicator***

STATUTORY EDUCATIONAL PROGRAMME: It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension, which is necessary for both reading and writing, starts from birth. It develops when adults talk with children about the world around them and the books, stories, poems, rhymes and non-fiction texts they share 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). Children need opportunities to develop these skills through a wide range of meaningful speaking, reading and writing experiences.

Intent	**Implementation**	**Impact**
This area of learning supports the development of linking sounds to letters, leading to the ability to read and write. Children begin to recognise print in their environment and understand that it is an important form of communication. It is vital that children understand that print carries meaning and are able to engage with this essential aspect of communication. We actively promote the importance of reading and writing through a literature-rich environment that includes stories, songs, poems, mark making and writing opportunities in a range of meaningful contexts and for a variety of purposes using a wide range of media.	We provide an inviting book corner and ensure that all areas of provision promote, either directly or indirectly, opportunities for mark making and writing. This is embedded throughout both the indoor and outdoor learning environments. Daily story times expose children to rich language, story patterns and ambitious vocabulary. Adults are skilled in identifying and extending literacy opportunities through children's play, supporting individual next steps in learning. We teach phonics daily using the Read Write Inc programme. Every child has access to a reading book matched to their phonic knowledge alongside high-quality story books to promote a love of reading. Children share books with adults regularly throughout the week. Topics are often text-led and writing opportunities are developed through meaningful, real-life experiences. We provide regular opportunities for children to listen to, enjoy and discuss stories, rhymes and poems. These experiences help to develop vocabulary, deepen comprehension and encourage a lifelong love of reading and writing.	Children make good progress from their starting points in reading and writing. They develop a love of books, stories and reading, and understand the importance of literacy in accessing the wider curriculum. Children are eager to share books and discuss what they have read with adults and their peers. Children understand that writing is a meaningful form of communication and are able to apply their phonic knowledge to write words and simple sentences that can be read by themselves and others. They increasingly use classroom resources, such as word mats and sound mats, to support independent writing. Children recognise a range of purposes for writing, including stories, lists, cards and messages. They develop confidence as readers and writers and are well prepared for the expectations of Year 1.

Comprehension

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To listen to and enjoy a range of stories, rhymes and poems. To handle books carefully and correctly. To begin to talk about	To understand that books have a beginning, middle and end. To know that text is read from left to right and top to bottom.	To respond to a range of texts and talk about characters and events. To answer simple questions about stories. To make simple predictions about what	To retell familiar stories in sequence. To discuss familiar words and phrases in stories. To give simple	To sequence stories and events using pictures and captions. To identify different types of texts, including fiction, non-fiction and poetry.	To retell stories and narratives using their own words and newly learnt vocabulary. To anticipate key events and suggest what may happen next. To use vocabulary from

	stories and what has been read to them.	To recognise the difference between text and illustrations. To retell familiar stories using pictures and props.	might happen next. To understand and discuss new vocabulary from stories.	opinions about books. To recognise repeated patterns and language in stories.	To make simple inferences about characters and events. To innovate familiar stories with support.	stories, poems and non-fiction in discussion and play. To talk confidently about books they have enjoyed and explain their ideas
Key Vocabulary						
	Autumn		**Spring**		**Summer**	
	Book story page picture front cover title illustration text rhyme poem character favourite		character setting predict retell sequence beginning middle end repetition phrase events next		author fiction non-fiction poetry information fact opinion vocabulary infer explain justify caption	
Phonics						
Word reading Phonics ReadWrite Inc	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, x, y, z Children are taught oral blending Children are taught to blend single-letter sounds (word time 1.11.4) To spell using Fred Fingers	Read all set 1 sounds speedily Children continue to blend sounds into words orally Children continue to blend single-letter sounds (word time 1.11.5) Build on children's reading fluency using Green Card Words To spell using Fred Fingers	Teach set 1 special friends: sh, th, ch, qu, ng, nk Secure blending of words with special friends (Word Time 1.6) Review word time 1.1 – 1.5 Read nonsense words with 3 sounds in Continue to build on	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.7)	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Read set 1 words speedily Review word time 1.6 – 1.7 Children are taught to blend words containing set 2 sounds, including longer words	Children are to review their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Read set 1 words speedily Children are to revise blending words containing set 2 sounds, including longer words Read some set 2 nonsense words Continue to build on children's reading fluency using Green Card Words

			children's reading fluency using Green Card Words To spell using Fred Fingers Red Words exposed: the, I, me, of, my, head,	Review word time 1.1 – 1.6 Read 3 and 4 sound nonsense words Continue to build on children's reading fluency using Green Card Words To spell using Fred Fingers To recall previous Red Words and be exposed to new Red words: put, no, for, he	Read some set 2 nonsense words Read 4 and 5 sound nonsense words Continue to build on children's reading fluency using Green Card Words To spell using Fred Fingers To recall previous Red Words and be exposed to new Red words: your, said, you, be, are	To spell using Fred Fingers To recall previous Red Words and be exposed to new Red words: to, go, baby, paint
	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .	Pupils to be assessed in phonics at the end of the half term .
Writing						
Writing	To understand that print carries meaning. To give meaning to marks they make, draw or paint. To begin to hear initial sounds in words. To develop early mark making and letter formation skills. To begin to write their own name.	To understand the relationship between sounds and letters. To begin to write recognisable letters. To orally segment simple words. To write their own name independently. To begin to write simple words using taught sounds.	To use phonic knowledge to write VC and CVC words. To begin to compose a sentence orally before writing. To begin to form letters correctly. To understand that spaces are needed between words.	To write VC, CVC and CVCC words independently. To write simple phrases and short sentences. To use finger spaces between words. To spell an increasing number of taught red words.	To write simple sentences using phonic knowledge. To begin to use capital letters and full stops. To form most lower-case letters correctly. To reread writing to check it makes sense.	To independently write sentences that can be read by others. To write for different purposes, including lists, stories and instructions. To use taught sounds and common exception words in writing. To write recognisable letters and simple sentences that meet the Writing ELG.

Key Vocabulary					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
mark making write name pencil meaning	**sound letter phonics message red word**	**word segment compose finger space space**	**sentence conjunction spelling red word independent**	**capital letter full stop re-read punctuation lower-case**	**story list instruction caption vocabulary**

On-going throughout the year	**Comprehension** To explore the feelings, thoughts and motivations of characters in stories. To answer questions about texts, including who, what, where, when, why and how. To talk confidently about the features of a book, including the title, author, illustrator, front cover and blurb. To independently sequence and retell familiar stories using their own words. To use story maps, small world play and role play to retell stories. To express preferences and opinions about books, stories, rhymes and poems.	**Word Reading** To re-read books to build confidence, fluency, understanding and enjoyment. To read books that are closely matched to their phonic knowledge. To apply taught phonics skills during reading activities. To recognise and read familiar words with increasing confidence. Writing	**Writing** To apply taught phonics skills within their writing. To develop confidence when mark making and writing for different purposes. To write across the provision using a range of media and resources. To use and apply new vocabulary from stories, discussions and experiences within their writing
ELG	**ELG: Comprehension** 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. **ELG: Word Reading** 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. **ELG: Writing** 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.		
The Reception Year provides the foundation for many skills the children will build upon in Year 1.	The Reception Year provides the foundation for the literacy skills children will continue to develop in Year 1. Through daily exposure to high-quality texts, systematic phonics teaching and meaningful writing opportunities, children develop the knowledge and skills needed to become confident readers and writers. They learn to read words using their phonic knowledge, understand and discuss what they have read, and communicate their ideas through writing. These foundations support a successful transition into the Year 1 English curriculum.		

Mathematics

Linked Curriculum Goals: ***Enthusiastic Reader*** ***Mathematical Thinker***

STATUTORY EDUCATIONAL PROGRAMME: 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 betw een 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 tens 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.

Intent	**Implementation**	**Impact**
This area of learning provides opportunities for children to develop their understanding of number, pattern, shape, space and measure through a broad range of practical and meaningful experiences. Children are encouraged to explore, investigate, practise and talk about mathematical concepts in a variety of contexts. They develop an understanding of number and the symbols that represent it and begin to apply this knowledge to solve problems. We aim to foster strong number sense, curiosity and confidence so that children see mathematics as useful, enjoyable and achievable.	The teaching of Mathematics is underpinned by developing strong number sense. Opportunities to develop mathematical understanding are embedded throughout both the indoor and outdoor learning environments. Adults are skilled at identifying and extending mathematical learning through children's play and provide appropriate challenge to support individual next steps. Focused teaching sessions, practical experiences and carefully planned provision enable children to practise, apply and deepen their mathematical understanding. We structure our teaching using guidance from White Rose Maths and Mastering Number to ensure progression and secure understanding.	Children develop secure number sense and become confident mathematicians. They can subitise, count, compare quantities and explain their mathematical thinking using appropriate vocabulary. Children identify patterns and relationships and use these to reason, solve problems and make predictions. They confidently talk about number, shape, space and measure and apply their mathematical knowledge in a range of contexts. Children develop resilience, curiosity and a positive attitude towards mathematics and are well prepared for the expectations of Year 1.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	To be able to make comparisons. To have a deep understanding of numbers 1, 2, 3- including compositions. To be confident at subitising to 3. To understand the concept of zero.	To have a deep understanding of numbers 4, 5- including compositions. To begin to subitise to 5. To recognise and describe 2d shapes (square, rectangle, circle, triangle).	To have a deep understanding of numbers 6, 7- including compositions. To be able to confidently subitise to 5.	To have a deep understanding of numbers 8, 9, 10- including compositions. To revisit all previously learnt 2D shapes. To recognise and describe 3d shapes (cube, cuboid, sphere, cone, cylinder.) To begin to double numbers. To begin to explore number bonds to 5.	To have a deep understanding of all numbers to 10- including compositions. To begin subitising up to 10 by making groups. To be able to recall some number bonds to 5. To revisit all previously learnt 2D shapes. To continue exploring and naming 3d shapes.	To begin to explore the composition of numbers beyond 10. To be able to find half of a number. To have quick recall of all bonds up to 5 and some up to 10. To be confident naming and describing the 2D and 3D shapes covered over the year.

Number Patterns	To be able to sort a group of objects according to a criteria. To begin to understand and use the language 'same and different' and 'more and fewer'. To be able to describe and continue a repeating pattern.	To be able to make comparisons. To begin to explore weight and compare.	To be able to compare weight, capacity, and distance. To begin to compare lengths/heights.	To begin to explore odd and even numbers. To be able to order numbers to 10. To be able to compare lengths and heights. To begin to use non standard units to measure height.	To be able to double numbers and recall some double facts. To know the odd and even numbers within 10. To be able to use nonstandard units to measure and compare weight. To begin to explore halving. To begin to share an amount equally (mixed numbers).	To be confident with double and recall double facts to 10. To be able to share an amount equally (mixed numbers). To be confident knowing the odd and even numbers within 10.
Shape, Space and Measure	To sort objects according to different criteria. To use the language of same, different, more and fewer. To begin to talk about the routine of the day using language such as before and after.	To recognise and describe 2D shapes (square, rectangle, circle and triangle). To make comparisons and explore weight. To identify shapes in the environment.	To compare weight, capacity and distance. To compare length and height. To begin to order and sort objects according to simple properties.	To recognise and describe 3D shapes (cube, cuboid, sphere, cone and cylinder). To compare lengths and heights. To use non-standard units to measure height. To use positional and directional language.	To revisit and name previously learnt 2D and 3D shapes. To use non-standard units to measure and compare weight. To explore money and its use in play.	To confidently name and describe the 2D and 3D shapes covered throughout the year. To use mathematical language to compare size, weight, capacity, position, distance and time. To create, identify and describe patterns.

Vocabulary

Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
count number more fewer same different zero group match amount	composition subitise numeral pattern sort shape circle square rectangle triangle	compare more than fewer than altogether capacity length height distance heavier lighter	odd even order measure 2D shape 3D shape cube sphere cylinder cone	double doubles fact number bond add subtract total greater than less than part whole	half equal share partition groups beyond 10 counting pattern reasoning explain justify

On-going throughout the year	**Number**	**Numerical Patterns**	**Shape, Space and Measure**
	To develop secure counting skills and number sense through counting, subitising and exploring the composition of numbers To represent numbers using a range of manipulatives and pictorial representations. To develop automatic recall of number bonds and use them to solve practical problems. To develop confidence and resilience when solving mathematical problems.	To identify, continue and create repeating and growing patterns. To explore relationships between numbers and recognise patterns within the number system. To compare quantities and explain mathematical thinking using appropriate vocabulary. To apply mathematical skills in a range of practical and meaningful contexts.	To compare, describe and investigate shape, space and measures using appropriate mathematical language. To use positional and directional language accurately. To develop spatial reasoning through selecting, rotating, manipulating and composing shapes. To recognise and apply mathematics within everyday routines and real-life experiences.
ELG	**ELG: Number** 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. **ELG: Numerical Patterns** 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 another quantity. Explore and represent patterns within numbers up to 10, including odd and even numbers, doubles and how quantities can be shared equally. **Shape, Space and Measure** *There is no Early Learning Goal for Shape, Space and Measure. However, by the end of Reception, children will:* Use everyday mathematical language to describe size, weight, capacity, position, distance, time and money. Compare quantities and objects using appropriate mathematical vocabulary. Recognise, name and describe familiar 2D and 3D shapes. Create, copy and describe patterns. Explore the properties of shapes and everyday objects. Use positional and directional language accurately. Develop spatial reasoning skills through selecting, rotating and manipulating shapes.		
The Reception Year provides the foundation for many skills the children will build upon in key stage 1.	The Reception Year provides the foundation for the mathematical skills children will build upon in Year 1. Children develop confidence with number, counting and mathematical thinking through a range of practical experiences. They learn to spot patterns, make connections and explain their ideas using mathematical language. Children also develop their understanding of shape, space and measure and begin to apply their learning to solve problems. These experiences help children to become confident mathematicians and support a successful transition into the Year 1 mathematics curriculum.		

Understanding the World

Linked Curriculum Goals: ***Curious Explorer***  ***Global Neighbour***  ***Compassionate Citizen***

STATUTORY EDUCATIONAL PROGRAMME: Understanding the World helps children make sense of the world around them. Through stories, discussion, visits, visitors and first-hand experiences, children learn about people, places, communities and the natural world.
Children are encouraged to observe, ask questions, explore and investigate. They develop curiosity about the world and begin to understand how people, places and environments are similar and different.
This area of learning is organised through three strands:

- **Past and Present**
- **People, Culture and Communities**
- **The Natural World**

Intent	**Implementation**	**Impact**
Understanding the World gives children opportunities to explore, investigate and make sense of the world around them. Through first-hand experiences, discussion and enquiry, children learn about people, communities, the past and the natural world. They are encouraged to ask questions, notice similarities and differences, and develop a sense of curiosity about how things work. Children learn about their own experiences and those of others. They explore change over time, discover different ways of life and develop an understanding of the world beyond their immediate environment. We aim for children to become confident, curious learners who show respect for others and a sense of wonder about the world around them.	Children are given regular opportunities to explore, investigate and learn about the world around them. Learning takes place through a combination of adult-led teaching, continuous provision and first-hand experiences. High-quality texts, discussions, educational visits and visitors help children develop their understanding of the past, different communities and the natural world. Children are encouraged to observe closely, ask questions and share their ideas. They explore their local environment, learn about significant people and events, and begin to understand how life has changed over time. Opportunities to use technology are woven throughout the curriculum and children learn how technology can support their learning and everyday lives. Adults play an important role in extending children's thinking, introducing new vocabulary and encouraging curiosity through play and exploration.	Children leave Reception with a growing understanding of the world around them. They are curious learners who ask questions, explore ideas and show an interest in finding things out. They can talk confidently about their own lives, families and communities and show respect for the experiences and beliefs of others. Children make observations, notice changes in the natural world and use their knowledge to talk about what they see. They begin to understand the difference between the past and the present through stories, experiences and the study of significant people. Children use a widening range of vocabulary to explain their ideas and observations. They are confident explorers, thoughtful learners and are well prepared for Understanding the World learning in Year 1.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	To talk about themselves, their family and people who are important to them.	To remember and talk about significant events and celebrations from their own lives.	To begin to use language linked to the passing of time.	To sequence events from stories and their own experiences	To identify similarities and differences between the past and present.	To develop an understanding of the past through stories, events and significant people.
People, culture and communities	To talk about familiar people and their roles within the community	To learn about celebrations, traditions and special places	To describe their immediate environment and local community.	To explore maps and learn about different places.	To recognise similarities and differences between life in this country and other countries	To talk about different cultures, communities and ways of life with respect and understanding
The Natural World	To explore the natural world using their senses. To identify and talk about	To observe and talk about seasonal change.	To identify and describe animals and their habitats.	To explore materials and notice similarities and differences.	To observe growth and change in the natural world.	To make observations of plants, animals and seasonal change and use

	living and non-living things.					vocabulary to describe what they notice.

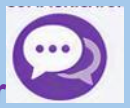
Vocabulary		
Past and Present	**People, Culture and Communities**	**The Natural World**
Past present change before after long ago memory history event timeline compare now	family community celebration tradition festival church map country world similar different culture	plant animal habitat season weather growth change living non-living investigate observe material

On-going throughout the year	Past and Present	People, Culture and Communities	The Natural World
	To talk about events in their own lives and those of people around them. To develop an understanding of time through stories, events and experiences. To use vocabulary linked to the passing of time To develop curiosity about the past and how things change over time	To talk about their family, community and the wider world To recognise and respect similarities and differences between people and communities To use maps, stories and first-hand experiences to learn about different places. To develop a sense of belonging within their school, community and wider world	To observe and explore the natural world using their senses. To make observations and talk about changes they notice. . To ask questions about the world around them and investigate how things work. To use appropriate vocabulary when talking about living things, materials and seasonal change.

ELG	**ELG** **ELG: Past and Present** 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. **ELG: People, Culture and Communities** 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 maps. **ELG: The Natural World**

	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. Understand some important processes and changes in the natural world, including the seasons and changing states of matter.
The Reception Year provides the foundation for many skills the children will build upon in key stage 1.	The Reception Year provides the foundation for children's understanding of the world around them. Children explore people, places and the natural world through meaningful experiences, stories and discussion. They learn to ask questions, make observations and share their ideas. As their knowledge grows, so does their curiosity about the world. These foundations support a smooth transition into Year 1 and future learning across the curriculum.

Expressive Arts and Design

Linked Curriculum Goals: **Skilled Creator**  **Expressive Performer**  **Confident Communicator** 

STATUTORY EDUCATIONAL PROGRAMME: 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 experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent	**Implementation**	**Impact**
Expressive Arts and Design gives children opportunities to be creative, imaginative and expressive. Through art, music, dance, storytelling and role play, children explore and develop their own ideas. They are encouraged to experiment, make choices and express their thoughts and feelings in different ways. Children explore a wide range of materials, tools and techniques. They learn to create, perform and share their ideas with others. We want children to become confident creators and performers who enjoy exploring new ideas and celebrating their achievements.	Children take part in creative experiences every day through adult-led activities and continuous provision. They have access to a wide range of materials, tools and resources that encourage creativity, exploration and independent choice. Music, singing, storytelling, dance and role play are woven throughout the curriculum. High-quality texts, themes and first-hand experiences inspire children's ideas and creations. Adults model new skills, introduce vocabulary and encourage children to talk about what they are making, creating and performing. Children are encouraged to revisit, refine and develop their ideas over time. This helps them build confidence, creativity and increasing control when creating and performing.	Children become confident and enthusiastic creators who enjoy expressing themselves in different ways. They use a range of materials, tools and techniques with increasing control and independence. They show imagination when creating, designing and making and are able to talk about the choices they have made. Children participate confidently in music, storytelling, role play and performance. They enjoy sharing their ideas and creations with others. By the end of Reception, children are creative, expressive and proud of their achievements. They are well prepared for learning in art, design, music and drama in Year 1.

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	To explore colour, texture and mark making using a range of materials and media.	To use a variety of tools and techniques for a purpose. To explore colour mixing and texture.	To safely use and explore a range of materials, tools and techniques. To begin to select resources independently.	To experiment with colour, design, texture, form and function. To choose appropriate tools and materials for a purpose.	To combine materials and techniques to create desired effects. To talk about the choices they have made.	To create detailed representations using a range of materials and techniques. To share and explain the process they have used.
Being imaginative and Expressive	To join in with songs, rhymes and singing games. To engage in imaginative play.	To move rhythmically and respond to different types of music. To develop narratives within role play.	To sing familiar songs and explore ways of changing sounds. To experiment with movement and music.	To develop a repertoire of songs, dances and role-play experiences. To express ideas and feelings through	To confidently use stories, songs and role play to express ideas. To perform with increasing confidence.	To invent, adapt and recount stories. To perform songs, rhymes, poems and stories for others and move in time with music.

				movement and performance.		

Vocabulary	
Creating with Materials	**Being Imaginative and Expressive**
colour texture pattern shape line material tool design create join layer construct mix observe evaluate	rhythm beat tempo song music perform audience character narrative role play movement expression improvise create imagine

On-going throughout the year	**Creating with Materials**	**Being Imaginative and Expressive**
	To safely explore and use a range of materials, tools and techniques. To develop confidence when creating, designing and making. To experiment with colour, texture, shape, form and pattern. To select resources independently and use them for a purpose. To talk about and share their creations with others.	To sing, perform and participate in music and movement activities. To express ideas, experiences and feelings through role play and storytelling. To respond to music through movement, dance and performance. To develop imagination through stories, songs and first-hand experiences. To build confidence when performing in front of others.

ELG	**ELG** **ELG: Creating with Materials** 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. **ELG: Being Imaginative and Expressive** 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, move in time with music.

The Reception Year provides the foundation for many skills the children will build upon in key stage 1.	The Reception Year provides the foundation for children's creative development. Through art, music, storytelling, role play and performance, children develop confidence in expressing their ideas and feelings. They learn to explore, create and experiment with a range of materials, tools and techniques. Children also develop imagination, resilience and independence as they create and perform. These experiences help to prepare them for learning in art, design, music and drama in Year 1 and beyond.