

# Queen Eleanor Primary Academy

## Reception Curriculum Overview

Area of Learning	Autumn 1 Marvellous Me!	Autumn 2 Fantastic Festivals	Spring 1 We're Going On an Adventure	Spring 2 Once Upon a Time...	Summer 1 It's a Bug's Life	Summer 2 Splash!
Possible Themes/Interests/Lines of Enquiry	Baseline Starting School and feelings Family, homes, jobs, vehicles Senses (use with autumn) Healthy Eating and Oral hygiene (tbc in term 2) Eid	Autumn Bonfire Night Diwali Colours and colour mixing Christmas Eid Our Town	Winter Arctic/Antarctica Chinese New Year Animals (Bear/Lion Hunt)	Traditional Stories Plants/beans Pancake Day Easter – Eggs and New Life Holi Mother's Day	Life cycles – butterfly/sunflower Plants/sunflowers Growing and Cooking Caterpillars Caring for the environment, recycling	Under the Sea Pirates Rockpools/Seaside/rivers/canals and locks Transition to Year 1
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Develop social phrases Engage in non-fiction books. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary  <					

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<ul style="list-style-type: none"><li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li><li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>- Work and play cooperatively and take turns with others;</li><li>- Form positive attachments to adults and friendships with peers;</li><li>- Show sensitivity to their own and to others’ needs.</li></ul>						
<p>Physical Development</p> <p><b>ELGs</b></p> <p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"><li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>- Demonstrate strength, balance and coordination when playing;</li><li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"><li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>- Begin to show accuracy and care when drawing.</li></ul>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>
	<p>Develop the overall body strength, co-ordination, balance, special awareness and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, tweezers, paintbrushes of different sizes, scissors, playdough, clay, plasticine clay knives, forks and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine motor control and precision, helps with hand eye co-ordination.</p> <p>Develop gross motor skills, overall body-strength, balance, co-ordination, special awareness and agility</p> <p>Developing healthy bodies, social and emotional well-being.</p>					
	<p>Sensory messy play, climbing trees, small world activities, puzzles, cutting and sticking, junk modelling, loose parts, woodworking, lightbox activities, dissecting fruit and vegetables, flowers, leaves, peeling, coring and chopping fruit, dressing and undressing including buttons, zippers, Velcro and laces. Tools for dough and clay e.g. pipe cleaner, wire, straws etc. Home punches, droppers, mouse and keyboards, remote controls, musical instruments, dough disco, Write Dance, scarves and ribbons, balls, hoops, trikes and bikes, scooters, large blocks and bricks, climbing equipment, balancing, den building.</p>					
<p>Literacy</p> <p><b>ELGs:</b></p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li><li>- Anticipate – where appropriate – key events in stories;</li><li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>- Read words consistent with their phonic knowledge by sound-blending;</li><li>- Read aloud simple sentences and books that are consistent with their</li></ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Word reading</p> <p>Comprehension</p> <p>Recognition of familiar signs and words</p> <p>Pronunciation of unfamiliar printed words (decoding)</p> <p>Transcription (spelling and handwriting)</p> <p>Composition (articulating ideas and structuring them in speech, before).</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to RWI</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Use hold a sentence to write a simple phrase – support from adult.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Use hold a sentence to write a simple phrase.</p> <p>Use finger spaces.</p> <p>Begin to create own phrases.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>

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<p>phonic knowledge, including some common exception words.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p style="text-align: center;">Phonics</p>						
	<p><b>Read single letter Set 1 Sounds – Phase 1 Phonological Awareness Fred Talk and oral blending from an adult saying the sounds – blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</b></p>	<p>Read all Set 1 Sounds and blend sounds into words orally Phase 1 Phonological Awareness Fred Talk and oral blending from an adult saying the sounds</p>	<p>Blend Sounds to read words. Read short Ditty Stories pink level story books Phase 1 Phonological Awareness Fred Talk and oral blending from an adult saying the sounds</p>	<p>Read Red Ditty Story Books Read all set 1 sounds including special friends. Read cvc words using Fred talk. Read some common exception words (red words)</p>	<p>Read Green Story Books Speedy reading of cv and cvc words. Read cvcc words using Fred talk.</p>	<p>Read some Set 2 Sounds Read purple/pink story books Read cvcc words speedily.</p>
<p style="text-align: center;">Mathematics</p> <p><b>ELG:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10,</li> </ul>	<p>Noticing, noticing in the environment and the natural world</p> <p>Rote counting and number rhymes Count objects/actions and sounds Count beyond ten.</p> <p>Subitise Number Sense 0, 1, 2, 3, (perceptually and conceptually) Link the number symbol (numeral) with its cardinal value.</p> <p>Matching. Sorting &amp; Comparing Compare numbers</p> <p>Shape – select, rotate and manipulate shapes in order to develop spatial reasoning.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare weight/length and capacity.</p> <p>Executive function and working memory Money Time Doubling Number Bonds (linked to subitising)</p>	<p>Rote counting and number rhymes Numbers 4 and 5, Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4 and 5 , (perceptually and conceptually) Executive function and working memory Money Time Shape Doubling Number Bonds (linked to subitising) Numerical patterns and repeating patterns Spatial reasoning skills Understand one more than and one less than in consecutive numbers Problem Solving Compare length, weight and capacity</p>	<p>Rote counting and number rhymes Numbers 5, 6, 7 Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4, 5, 6 and 7 (perceptually and conceptually) Executive function and working memory Money Time Shape Doubling Number Bonds (linked to subitising) Numerical patterns and repeating patterns Spatial reasoning skills Understand one more than and one less than in consecutive numbers Problem Solving Compare length, weight and capacity</p> <p>Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Rote counting and number rhymes Numbers 8, 9, 10 Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (perceptually and conceptually) Executive function and working memory Halving Doubling Sharing Number Bonds (linked to subitising) Numerical patterns and repeating patterns Spatial reasoning skills Understand one more than and one less than in consecutive numbers Problem Solving Compare length, weight and capacity</p>	<p>Rote counting and number rhymes Numbers 0-10 Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (perceptually and conceptually) Executive function and working memory Money, time, shape Halving, doubling, sharing Number Bonds (linked to subitising) Numerical patterns and repeating patterns Spatial reasoning skills Understand one more than and one less than in consecutive numbers Problem Solving Compare length, weight and capacity Automatically recall number bonds 0-10</p>	<p>Rote counting and number rhymes Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (perceptually and conceptually) Noticing, noticing in the environment and the natural world Number Sense 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 (perceptually and conceptually) Executive function and working memory Numbers 0-10 Money, time, shape Halving, doubling, sharing Number Bonds (linked to subitising) Numerical patterns and repeating patterns Spatial reasoning skills Understand one more than and one less than in consecutive numbers Problem Solving Compare length, weight and capacity</p>

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including evens and odds, double facts and how quantities can be distributed equally.	Numerical patterns and repeating patterns Spatial reasoning skills: Select, rotate and manipulate shapes in order to develop spatial reasoning. Understand one more than and one less than in consecutive numbers Problem Solving Explore the composition of numbers to 10.					
Maths in the environment	Real life maths in the environment which has a purpose e.g. snack time, morning routines and self-registration, calendars, diaries, timetable. Temperature, weather and seasons, height charts, how many children in each area, sand timers, resources labelled with numerical value and shadows.	Timers and buttons on equipment such as oven, dials, Numicon, tape measure, wall planners, toy foods and pizza slices	5 and 10 frames, die, dominos, natural counting objects, counters, fingers, loose parts all items within the provision. Baking trays, egg boxes, jugs and measuring spoons. Tins and cartons, blocks, food tins for weight and size	Jigsaws Beebots Large counting objects and real life e.g. space hoppers, bikes etc. Low cognitive load (shape size, shape and colour)		
Understanding the World <b><u>Past and Present</u></b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <b><u>People Culture and Communities</u></b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <b><u>The Natural World</u></b> - Explore the natural world around them, making observations and drawing pictures of animals and plants;	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Local Walks including houses, churches Visitors from different jobs and cultures Small world and role play Gardening and growing – plants, minibeasts, food Sharing news. Celebrating festivals	Looking at globes and maps of the world, our local area, our school. Puppets, dolls. Photos from home to share families – life at home. Parents to share own knowledge/skills	Share the weather, comment on clothing and changes. Ipads, desktop computers and IWB Headphones with stories and songs Beebots Cameras			
Personal Experiences  Listen to a broad selection of stories, non-fiction, rhymes and poems. Fostering their understanding of cultural, social, technological, ecological diverse world. Building knowledge and familiarity with words to support understanding, enriching and widening their vocabulary. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Technology – experience and use different pieces of equipment.						

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<p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p><b>Expressive Arts and Design</b>  <b><u>Creating with Materials</u></b>  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  <b><u>Being Imaginative and Expressive</u></b>  - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them  Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>
	<p>Appreciate and interpret what they hear, respond to and observe.  Explore and play with a wide range of media and materials.</p> <p>Art week</p>					
	<p>Musical instruments  Paints – powder, poster, watercolours – self mixing stations.  Different sized paintbrushes and utensils.  Pencils, coloured pencils, felt tips, pens, whiteboard pens, available in provision.  Craft materials – tissue paper, straws, glue, masking tape, cellotape, paper, sequins, cotton wool  Junk modelling  Malleable materials – dough, plasticine, clay</p>	<p>Puppet show  Small world and construction  Roleplay  Songs, nursery rhymes, counting songs.  Videos of cultural dances, experiences of cultural dances.  Natural objects  Lightbox</p>			<p>Large and small areas to create on – tuff spot, outside, chalk board, paper of different sizes, rolls of paper  Sound matching games  Apps on ipads to experiment with painting and sound.  IWB – options to select different tools.  Headphones with stories and songs</p>	