



Thrumpton
Primary Academy

Reception Curriculum

OUR RECEPTION CURRICULUM

"AT THRUMPTON, WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF TEAM THRUMPTON!

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY.

THE EYFS TEAM AT THRUMPTON

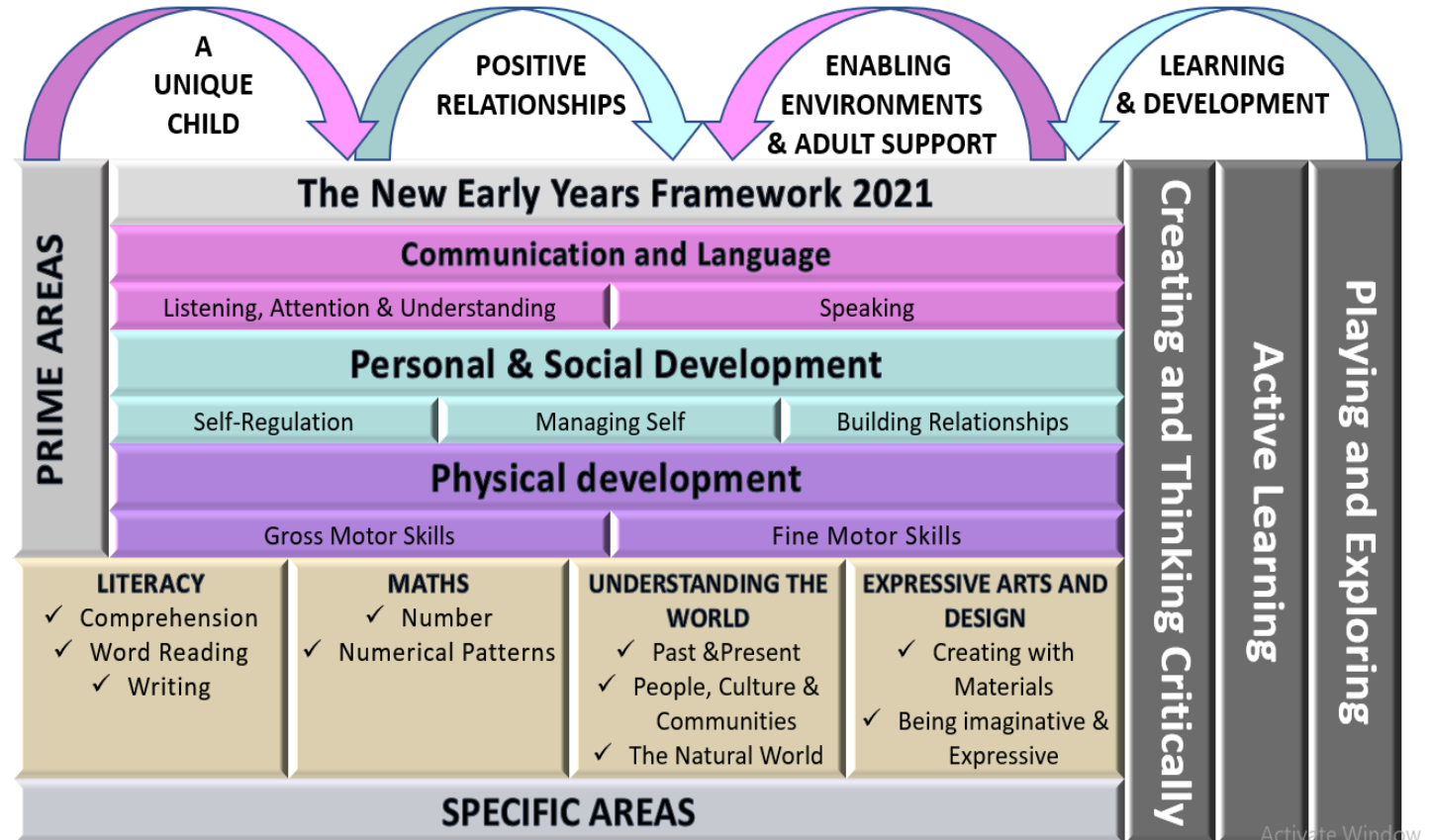
Team Thrumpton Traits

RESPECT
RESILIENCE
CREATIVITY
INDEPENDENCE
PRIDE

Be The Best You Can Be



Thrumpton Primary Academy



RECEPTION CURRICULUM



AUTUMN CYCLE A



AUTUMN CYCLE B



SPRING CYCLE A



SPRING CYCLE B



SUMMER CYCLE A



SUMMER CYCLE B

GENERAL THEMES

LOOKING UP!

My new class
Rules, routines, expectations
Building relationships
My Family
Seasons / Season changes
Harvest
Day and night
Bonfire Night celebrations
Diwali
The Nativity story

ONCE UPON A TIME!

My new class
Rules, routines, expectations
Building relationships
Traditional Tales
Imaginary/Fantasy Worlds
Retelling stories
Story features
Harvest
Bonfire Night celebrations
Diwali
The Nativity story

READY STEADY GO!

What is a journey?
How do I get there?
Where in the world have you been?
Where do we live in the UK / world?
Lunar New Year
Easter

IT'S ALIVE!

Life cycles
Animals around the world
Habitats
Down on the Farm
Mini Beasts
Plants & Flowers
Animal patterns
Lunar New Year
Easter

SPLISH SPLASH SPLOSH!

Water cycle
Plants & Flowers
Water art
Life cycles
What lives in our pond?
Under the sea
Floating and sinking
Sea pollution

HOLDING OUT FOR A HERO!

Superheroes
People who help us / Careers
World of work / future aspirations
Growing up

NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION

HIGH QUALITY TEXTS

The Colour Monster
Would you rather?
The Giant Jam Sandwich
The Smartest Giant in Town
Stuck
[The Magic Roundabout - Bubbles](#)
Leaf Man
Room on the Broom
Night Monkey, Day Monkey
How to Catch a Star
Plus non-fiction books about Autumn/Harvest/Diwali

The Colour Monster
Little Rabbit Foo Foo
The Jolly Postman
Goldilocks and the Three Bears
The Magic Porridge Pot
Chicken Licken
Jack and the Beanstalk
The Little Red Hen
Little Red Riding Hood
The Three Little Pigs (Plus alternative versions)
The Three Billy Goats Gruff
The Gingerbread Man
The Jolly Christmas Postman
Plus non-fiction books about Autumn/Harvest/Diwali

[Wacky Races](#)
The Naughty Bus
The 100 Decker Bus
Whatever Next
The Great Race
Mr Gumpy's Outing
Lost and Found
Mr Gumpy's Motorcar
The Gruffalo
Rosie's Walk
We're Going on an Egg Hunt
Plus non-fiction books about transport

Are the Dinosaurs Dead, Dad?
The Odd Egg
Not Now Bernard
The Hairy Toe
Penguin
Where the Wild Things Are
Farmer Duck
Polar Bear Polar Bear What Do You Hear?
Rumble in the Jungle
Handa's Surprise
The Tiger Who Came to Tea
What the Ladybird Heard
We're Going on an Egg Hunt
Plus non-fiction books about animals

The Little Raindrop
The Tiny Seed
The Tadpole's Promise
Growing Frogs
Commotion in the Ocean
Tiddler
Billy's Bucket
Somebody Swallowed Stanley
Pirate Pete
The Night Pirates
[Captain Pugwash](#)

[Bananaman meets Dr Gloom](#)
Supertato (series)
Superworm
A Superhero Like You
Ten Little Superheroes
The Girl, The Bear and the Magic Shoes
Billy and the Beast
Plus non-fiction "people who help us" books

DRAWING CLUB

'WOW' MOMENTS / ENRICHMENT

Bonfire party
Remembrance Day
World Nursery Rhyme Week - dress up day, performance to parents
Christmas Time/ Concert/ Party/ Santa
[Librarian Visit](#)
[Sun from Seventh Heaven](#)

Make and taste porridge, select own toppings
Bake and eat bread
Christmas
Time/ Concert/ Party/ Santa
Bonfire party
World Nursery Rhyme
Week Bonfire party
Remembrance day

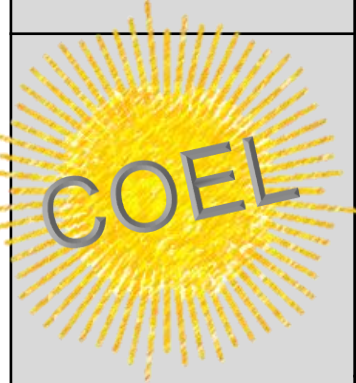

Transport Wow feature
World Book Day
Lunar New Year party
Mothers day
Pancake day
Easter celebrations
[Transport WoW visitors](#)
[Mode of transport trip](#)

Living eggs /Caterpillars
Animal dress up day
World Book Day
Lunar New Year party
Mothers day
Pancake day
Easter celebrations
[Animal Ark / Farm as a trip](#)

Pond visit - frogspawn
Planting seeds
End of year pirate party
Father's Day
Sports day
Transition
[Kings Park splash park](#)

Father's Day
Sports day
End of year superhero party
Transition
[Fire fighters visit](#)
[Other WoW visitors to talk about their job – based on children's interests / jobs of parents etc](#)

RECEPTION CURRICULUM

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GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Thrumpton Primary Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p>EYFS Team</p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

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OUR VALUES ASSEMBLIES / CIRCLE TIME	<p style="text-align: center;">Thrumpton School Rules Be Ready Be Respectful Be Safe</p> <p style="text-align: center;">Team Thrumpton Traits Respect Resilience Creativity Independence Pride</p>					
ASSESSMENT OPPORTUNITIES	<p>EExAT Baselines on entry Oracy Action plan - RAG rate class S,L&C On going assessments Pupil progress meetings Parents evening info EExAT milestone assessments RWInc assessments</p>		<p>On going assessments Pupil progress meetings Parents evening info EExAT milestone assessments RWInc assessments</p>		<p>Academy trust moderation On going assessments Pupil progress meetings RWInc assessments EExAT milestone assessments Reports Exit EExAT data</p>	
PARENTAL INVOLVEMENT	<p>Weduc involvement Positive phone calls home Intro to reading/ RWInc workshop Share the learning events – Come and read with us! World Nursery Rhyme Week Performance! Christmas Concert Parents Evening</p>		<p>Weduc involvement Positive phone calls home Share the Learning events - Lunar New Year Crafting! Marvellous Mathematicians! Mothers Day celebration World Book Day Parents Evening</p>		<p>Weduc involvement Positive phone calls home Share the Learning events – Nature Study session! Billy's Bucket Activity Day! (Cycle A) Superhero Party? (Cycle B) Father's Day celebration Parents Evening – post report discussion</p>	

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COMMUNICATION AND LANGUAGE	<p>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.</p>					
Whole EYFS Focus – CAL is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, EYFS performances and weekly interventions.	<p>Listen to peers and adults in their play and respond appropriately</p> <p>Sit appropriately and listen to the person talking</p> <p>To know to look with their eyes and body at the person talking</p> <p>To know to be quiet when someone else is talking</p> <p>Engage in story times - Anticipate and join in with key phrases, predict what might happen next</p> <p>Talk about story characters and events</p> <p>Talk about themselves to other</p> <p>Learn and perform Nursery Rhymes / songs</p> <p>Make comments about their observations and experiences</p> <p>Use Autumn specific vocabulary</p> <p>Talk about who we "look up" to (Cycle A)</p>	<p>Listen and respond to peers and adults in their talk partners</p> <p>To know how to engage in a two-way conversation</p> <p>Development of own narratives and explanations</p> <p>Performance of stories songs and rhymes</p> <p>Ask and answer relevant questions</p> <p>Retelling stories with actions/repetitive phrases / adapt and compose own stories</p> <p>To begin to talk about why things happen using new vocabulary learnt</p> <p>To know to ask questions to find things out</p> <p>To use full sentences to talk about past, present and future experiences</p> <p>Discuss how and why we use transport (Cycle A)</p> <p>How we travel to school (Cycle A)</p> <p>Talk about pets – show and tell using a photograph (Cycle B)</p>	<p>Listen and respond to peers and adults in whole class situations</p> <p>To know to use their listening skills in celebration to listen to the speaker and their peers</p> <p>Express ideas in larger group</p> <p>To demonstrate an understanding by responding with questions</p> <p>Activities to develop how and why questions/ responses</p> <p>Act out familiar narratives and adopt roles in dramatic play linked to topic</p> <p>Engage in speaking and listening ideas to describe story characters and events</p> <p>Giving and following instructions</p> <p>Understand and use time conjunctions</p> <p>Answer open ended questions, expressing opinions</p> <p>Respond to what they hear with relevant comments</p> <p>Ask visitors questions about their job role (Cycle B)</p>			
LISTENING, ATTENTION AND UNDERSTANDING SPEAKING DAILY STORY TIME						



RECEPTION CURRICULUM

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>Whole School Theme – Relationships</p> <p>Me and my feelings – name different feelings, aware of own feelings, know some self-care techniques</p> <p>Me and my special people – my family and friends. What makes me special?</p> <p>Making friends, demonstrating friendly behaviour through greetings, gestures, facial expressions and talk</p> <p>Learn the names of the teachers and children</p> <p>Know that some actions and words can hurt other's feelings</p> <p>To begin to wait for my turn when playing with a peer</p> <p>Daily routines, know, understand and follow our rules</p> <p>Independence – select and put back resources during play</p> <p>Beginning to look after own belongings by knowing where they live - water bottle trolley, book bag boxes, welly rack, coat peg and own tray!</p> <p>Beginning to know when to wear a jumper/coat/hat/ gloves/ apron/ wellies/ waterproofs</p> <p>Responsibility – introduce "busy bee" jobs and the importance of teamwork</p> <p><u>Key Texts</u></p> <p>'The Colour Monster' - my feelings</p> <p>'Have you filled a bucket today?' - concept, kindness tree</p> <p>No Outsiders: 'Hello, Hello' - know how to make friends</p> <p>No Outsiders: 'The Family Book' –know who is in my family. Know that all families are different</p> <p>No Outsiders: 'Mommy, Mama and Me' – celebrate family, who is special, who loves me</p>	<p>Whole School Theme – Living in the Wider World</p> <p>Helping each other, teamwork</p> <p>Accepting the needs of others</p> <p>Valuing difference</p> <p>To describe characteristics of a good friend</p> <p>Take changes of routine in my stride</p> <p>To know how to work in different groups eg RWI groups</p> <p>Road safety / keeping safe on a journey</p> <p>Show care for living things and the environment</p> <p>Look after own belongings by knowing where they live - water bottle trolley, book bag boxes, welly rack, coat peg and own tray!</p> <p>Know when to wear a jumper/coat/hat/ gloves/ apron/ wellies/ waterproofs</p> <p>Responsibility – continue to develop use of "busy bee" jobs and the importance of teamwork</p> <p><u>Key Texts</u></p> <p>'We are Together' - better together</p> <p>'Our class is a family' - belonging, teamwork</p> <p>'Last Stop On Market Street' – helping others, being grateful for what we have</p> <p>No Outsiders: 'You Choose' – to make my mind up about the things I like. To ask others what they think</p> <p>No Outsiders: 'Blue Chameleon' - to make friends with someone different</p>	<p>Whole School Theme – Health and Well-Being</p> <p>Keeping safe in the sun</p> <p>To know that is important to keep healthy by being active</p> <p>To confidently take part in Sports day</p> <p>To know what healthy and unhealthy foods are</p> <p>Oral hygiene</p> <p>Show increased independence to carry out activities, make decisions and take risks</p> <p>To know that being kind is saying and doing nice things to others, using smiles and manners</p> <p>To wait for my turn and begin to control immediate impulses when in a whole class situation</p> <p>Taking care of animals (worms/frogs/butterflies)</p> <p>Able to bounce back when things go wrong</p> <p>Confident to follow own interests</p> <p>Responsibility – continue to develop use of "busy bee" jobs and the importance of teamwork</p> <p><u>Key Texts</u></p> <p>'Incredible You' – to inspire confidence</p> <p>'Julian is a Mermaid' –being inspired to follow own interests</p> <p>'We're all wonders' - empathy, difference and kindness</p> <p>No Outsiders: 'Red Rockets and Rainbow Jelly' - know my friends can like different things to me, and to know we can still be friends</p>			

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GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!

PHYSICAL DEVELOPMENT

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement 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**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

FINE MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

<p>Introduce secret messages in 'Message Centre'</p> <p>Introduction to 'Drawing Club'</p> <p>Cutting / scissor activities to develop control</p> <p>Weekly squiggle while you wiggle sessions</p> <p>To use a dominant hand</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To use a knife and a fork to eat, with support if needed</p> <p>To be able to hold a pair of scissors correctly</p>	<p>Continue to develop 'Drawing Club' with passwords and codes</p> <p>Construct with small equipment and loose parts to create a variety of models</p> <p>Weekly squiggle while you wiggle sessions</p> <p>To hold a pencil using the tripod grip</p> <p>To begin to form recognisable letters which are formed mostly correctly</p> <p>To use a knife and a fork to eat independently</p> <p>To be able to follow straight and curved lines when cutting</p>	<p>Continue to develop 'Drawing Club' with expectation of sentences for password</p> <p>Use tools with precision and control – 'Makerspace'</p> <p>Weekly squiggle while you wiggle sessions</p> <p>To form most letters correctly</p> <p>To show accuracy and care when drawing</p> <p>To effectively use a knife and fork</p> <p>To cut carefully around simple shapes using scissors</p>
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DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

GROSS MOTOR

<p>Weekly PE sessions: Gymnastics</p> <p>Poses, travelling, jumping and landing, rolls</p> <p>Know how to find a space</p> <p>Take off/put on own shoes/wellies/socks/jumper/coat</p> <p>Move in a range of ways</p> <p>Travel along benches</p> <p>Climb on to and jump from box, landing on feet with soft knees</p>	<p>Weekly PE sessions:</p> <p>Spring 1 - Large climbing apparatus</p> <p>Spring 2 – Ball Skills</p> <p>Use vertical climbing equipment – developing core and upper body strength for ascent</p> <p>Developing balance and coordination skills for descent</p> <p>Basic effects of exercise on the body</p> <p>Throw beanbag/ball to a specified target or person</p> <p>Know and can use an underarm or overarm throw</p> <p>Use correct hand position for catching a small object</p> <p>Exploring different movements outdoors</p>	<p>Weekly PE sessions:</p> <p>Team games and relay races. Sports Day prep</p> <p>Can start, stop and negotiate obstacles to change direction, speed or height</p> <p>Balance and coordination</p> <p>Making own games</p> <p>Skipping</p> <p>Making circuits and obstacle courses outdoors</p>
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WEEKLY PE SESSION

CONTINUOUS PROVISION; Outdoors: climbing / balancing equipment; den / obstacle course building with planks/crates/blocks / tiles/drapes/tyres; wheeled toys – balance bikes/ pedal bikes/ wheelbarrows/body board; bats; balls various sizes; transient art; cooperation games i.e. parachute games.

From Development Matters 2020':

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

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.

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LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs 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)					
	<p>Introduce focus authors; Julia Donaldson and Britta Teckentrup</p> <p>To identify book features; author, illustrator, title, contents page, blurb, page numbers</p> <p>To predict key events in stories</p> <p>Re-tell simple stories in own word</p> <p>Act out stories using actions and story maps</p> <p>Talk about favourite parts and characters in stories</p> <p>Sing Nursery rhymes – WNRW</p>	<p>Introduce Tales Toolkit – character, setting, problem and solution.</p> <p>Enjoy joining in with and retelling journey stories (Cycle A)</p> <p>Becoming familiar with well-known stories</p> <p>To discuss the character's actions, feeling and motives</p> <p>To re-tell a story in order, using key vocabulary from the book</p> <p>Re-tell simple stories in own words and create new stories</p> <p>Listen with increasing attention to stories songs and rhymes and join in</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play</p>	<p>Continue Tales Toolkit</p> <p>Sequence events in stories / time lines</p> <p>To discuss a book in greater depth - express their thoughts, discussing character, settings, feelings, likes, dislikes, and comparing similarities and differences between key texts over the year</p> <p>Read with expression – story voice</p> <p>Read simple instructions e.g. seed planting</p> <p>Listens to poems and rhymes and talks about their meaning</p> <p>Making up own superhero story (Cycle B)</p>			
	Read Write Inc (RWInc) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. RWInc was developed by Ruth Miskin and more information on this can be found at https://www.ruthmiskin.com/ .					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children can choose a library book weekly						
	WORD READING Children will be working in different groups for Phonics	<p>Phonic Sounds: RWI Set 1 whole class (Autumn 1) RWI Differentiated groups (Autumn 2)</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall, knows that print is read from left to right.</p> <p>To identify taught sounds on a sound mat</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, e.g. 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Transition work with Year 1 staff</p>		



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	AUTUMN CYCLE A	AUTUMN CYCLE B	SPRING CYCLE A	SPRING CYCLE B	SUMMER CYCLE A	SUMMER CYCLE B
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
WRITING DRAWING CLUB 4X PER WEEK	<p>Introduce Message Centre Autumn mark making Name writing Story maps Speech bubbles Design and write Christmas card Letter to Santa</p> <p>Listening to and hearing initial sounds in simple CVC words To identify sounds on a sound mat To be able to write some letters accurately To write first name</p>		<p>Passwords and secret codes Intro daily morning starter independent writing Composition / writing additional sentences to create own story using story stick Make a list to go on a journey (Cycle A) Describe jungle animals (Cycle B) Mother's Day card</p> <p>Listening to and hearing sounds in CVC and CVCC words Identifying sounds, including digraphs on a sound mat To spell CVC words using Fred fingers To hold a phrase and to write a short, simple phrase To know to leave spaces between words in sentences</p>		<p>Passwords and secret codes Daily morning starter independent writing Labelling plants (Cycle A) Write simple instructions for planting a seed (Cycle A) Write invitations to pirate party (Cycle A) Making up own superhero story (Cycle B) Make signs, labels and prices for role play area Father's Day card</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters To write simple phrases/ sentences using the sounds they know, that can be read by other people Checking written work and making any changes where necessary To know that a sentence starts with a capital letter and ends with a full stop</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p>	<p>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 between 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.</p>					
	<p>Power Maths Unit 1 : Numbers to 5</p> <ul style="list-style-type: none"> Counting to 1, 2, 3 Counting to 4 Counting to 5 <p>Unit 2 : Comparing groups within 5</p> <ul style="list-style-type: none"> Comparing quantities of identical objects Comparing quantities of nonidentical objects <p>Number Sense Strand 1 – Cardinality & Subitising</p> <p>NCETM Subitising, Counting, Cardinality and Ordinality, Composition, Comparison</p> <p>Key Texts Anno's Counting Book Crash! Boom! A Maths Tale Circle! Sphere!</p>	<p>Power Maths Unit 3: Shape</p> <ul style="list-style-type: none"> 3d Shapes 2D Shapes <p>Unit 4: Change within 5</p> <ul style="list-style-type: none"> One more One less <p>Unit 5: Number bonds within 5</p> <ul style="list-style-type: none"> Introducing the part-whole model <p>Unit 6: Space</p> <ul style="list-style-type: none"> Spatial awareness <p>Number Sense Strand 1 – Cardinality & Subitising</p> <p>NCETM Counting, Ordinality and Cardinality, Comparison, Composition, Subitising</p> <p>Key Texts The Button Box A Pair of Socks</p>	<p>Power Maths Unit 7: Numbers to 10</p> <ul style="list-style-type: none"> Counting to 6, 7, 8 Counting to 9, 10 <p>Unit 8: Comparing numbers within 10</p> <ul style="list-style-type: none"> Comparing groups up to 10 Addition to 10 Combining two groups to find the whole <p>Unit 10: Measure</p> <ul style="list-style-type: none"> Length, height & distance Weight <p>Number Sense Strand 2 – Partitioning & Composition</p> <p>NCETM Subitising, Counting, Ordinality and Cardinality, Composition, Comparison</p> <p>Key Texts Anno's Counting Book We all went on safari Quack and Count</p>	<p>Power Maths Unit 11: Number bonds</p> <ul style="list-style-type: none"> Using a ten frame The part-whole model to 10 <p>Unit 12: Subtraction</p> <ul style="list-style-type: none"> Subtraction <p>Unit 13: Exploring patterns</p> <ul style="list-style-type: none"> Making simple patterns Exploring more complex patterns <p>Number Sense Strand 2 – Partitioning Composition</p> <p>NCETM Counting, Ordinality and Cardinality, Comparison, Composition</p> <p>Key Texts Pete the cat and his 4 groovy buttons 10 Black Dots Ten on a Twig Pattern Bugs</p>	<p>Power Maths Unit 14: Counting on and counting back</p> <ul style="list-style-type: none"> Adding by counting on Taking away by counting back <p>Numbers to 20</p> <ul style="list-style-type: none"> Counting to and from 20 <p>Unit 16: Numerical patterns</p> <ul style="list-style-type: none"> Doubling Halving and sharing Odds and evens <p>Number Sense Strand 2 – Composition</p> <p>NCETM Counting, Ordinality and Cardinality, Subitising, Comparison, Composition</p> <p>Key Texts 10 Little... Double the Ducks Bean Thirteen The Doorbell Rang I can only draw worms</p>	<p>Power Maths Unit 17: Shape</p> <ul style="list-style-type: none"> Composing and decomposing shapes <p>Unit 18: Measure</p> <ul style="list-style-type: none"> Volume and capacity <p>Unit 19: Sorting</p> <ul style="list-style-type: none"> Sorting into 2 groups <p>Unit 20: Time</p> <ul style="list-style-type: none"> My day <p>Number Sense Strand 3 – Comparison and Numerical patterns</p> <p>NCETM Subitising, Automatic recall, Comparison, Understanding of numbers within 10, Patterns within numbers to 10, Counting beyond 20</p> <p>Key Texts One hundred hungry ants One is a snail, ten is a crab How many legs?</p>



RECEPTION CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>UNDERSTANDING THE WORLD</p> <p>THE NATURAL WORLD</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>Weekly Nature Study Focus: Apples, mushrooms, leaves, sticks, pumpkins</p> <p>Key Texts Tree: Seasons Come, Seasons Go Tap the Magic Tree Not a Stick We’re Going on a Pumpkin Hunt</p>	<p>Weekly Nature Study Focus: Stars, spiders, hedgehogs, owls, hibernation, winter trees</p> <p>Key Texts How to Catch a Star The Very Busy Spider The Hedgehogs Full Moon Party Owl Babies</p>	<p>Weekly Nature Study Focus: Winter, robins, mud, mountains, Moon, moss,</p> <p>Key Texts Robins Winter Song Moon</p>	<p>Weekly Nature Study Focus: Rocks, rain, seeds, Spring flowers, nests</p> <p>Key Texts Rainchild The seedling that didn’t want to grow The Big Book of Blooms We're Going on an Egg Hunt</p>	<p>Weekly Nature Study Focus: Wind, worms, herbs, frogs, beetles, bees,</p> <p>Key Texts Yucky Worms Mad about Minibeasts Bee: Nature’s Tiny Miracle The Big Book of Bugs</p>	<p>Weekly Nature Study Focus: Caterpillars and butterflies, grasses, clouds, Summer flowers, streams, fossils</p> <p>Key Texts The Very Hungry Caterpillar Butterfly The Big Book of Blooms</p>
	<p>To encourage focused observation of the natural world Observe and describe what I can see in the natural world – growth, change, decay To understand the effect of changing seasons on the natural world around me To talk about things that are natural and human made Describe what I see, hear and feel whilst exploring the Wildlife Garden To explain what living things need to be healthy To name some key features of a plant and can name some plants To grow a plant from seed and explain how I did it To be able to talk about the life cycle of an apple tree, sunflower, frog and butterfly</p>					



RECEPTION CURRICULUM

AUTUMN CYCLE A	AUTUMN CYCLE B	SPRING CYCLE A	SPRING CYCLE B	SUMMER CYCLE A	SUMMER CYCLE B
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Developing Experts: <u>Seasons</u> Know the names of the 4 seasons State what weather is likely in different seasons Recognise types of weather Discuss ways to be safe in different types of weather</p>	<p>Developing Experts: <u>Seasons</u> Know the names of the 4 seasons State what weather is likely in different seasons Recognise types of weather Discuss ways to be safe in different types of weather</p> <p><u>Materials</u> State the names of different materials Describe materials using descriptive vocabulary Know where some materials come from Understand how some materials can change Magnetic / Non-magnetic</p>	<p>Developing Experts: Machines Know why a machine is non-living Know different types of machines Explore how machines make jobs easier Think about different modes of transport and what they're used for</p> <p><u>Robots MakerBox</u> Circuits with motor Make own scribble bot</p>	<p>Developing Experts <u>Animals</u> Know that animals are living things Name different types of animals, including baby animals Explore different habitats animals live in Know what different animals need and why</p> <p><u>Plants</u> Know that plants are living things that grow and die Know what a plant looks like Name different parts of a plant Discuss how to look after plants Understand how plants are made and grow</p>	<p>Developing Experts <u>Forces</u> Know what applying a force to an object means Describe different forces – pushes and pulls Discover which materials sink and float</p> <p><u>Plants</u> Know that plants are living things that grow and die Know what a plant looks like Name different parts of a plant Discuss how to look after plants Understand how plants are made and grow</p>	<p>Developing Experts <u>The Senses</u> Know the names of the 5 senses Describe what each of our senses does</p> <p><u>Superhero MakerBox</u> Circuits Making superhero torches Zipwire superhero</p>

UNDERSTANDING
THE WORLD

THE NATURAL
WORLD

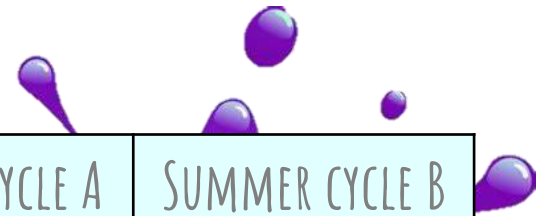


RECEPTION CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>To know when an event has happened it is in the past To know that an illustration can represent a setting and this can show us the book was written in the past eg familiar texts Little Red Riding Hood, look at Grandma and her clothes. Are they different from what we might wear now? To know items from the past and present e.g. the Magic Roundabout – rides, TV programmes</p>	<p>To know that a previous birthday or Christmas is in the past and talk about this event To know books can tell us about events we have previously experienced e.g Room on the Broom Halloween To know who is special to us in our families, e.g. parents, grandparents, siblings, aunts, uncles and cousins To know special people in our communities e.g. member of school community</p>	<p>To know to speak in full sentences using past tenses when talking about events last week/month/term</p>	<p>To know there are people within the community, people who help me (doctors) or run clubs (coaches) To know I can go to those people who are special to me. To be able to talk about what they do To know the past stages of a frog and a butterfly</p>	<p>To understand the concept of a short period of time e.g. life cycle of an animal, water cycle, plant cycle.</p>	<p>To know to speak in full sentences using past tenses and conjunctions when talking about our school trip To know all families are different by sharing of familiar texts and focussing on characters within the stories and comparing to their own</p>
PEOPLE, CULTURE AND COMMUNITY	<p>To talk about where I live To identify a map To describe features of where I live To use Digimaps to look at an aerial view of the school setting and comment on what I notice</p> <p>Key Texts Me on the Map Binny’s Diwali</p>	<p>To identify similarities and differences at special times between different religions. To understand that people have different beliefs and celebrate special times in different ways.</p> <p>Key Texts Home Little Glow</p>	<p>To identify similarities and differences at special times between different cultures. Finds another country on the world map To understand that people celebrate different events</p> <p>Key Texts Mr Wolf’s Pancakes The Great Race</p>	<p>To be able to identify and name special people from religious groups. To name similarities and differences in different countries</p> <p>Key Texts Last Stop On Market Street We’re Going on a Lion Hunt</p>	<p>To talk about similarities and differences between where we live and other places To identify ways that different religions welcome people to their faith</p> <p>Key Texts Welcome to Our World The Skin You Live In</p>	<p>To identify some similarities between what different religions believe Name a place in the world that is different to Retford To create my own simple map for someone else to follow</p> <p>Key Texts Let’s Go For A Walk Hats of Faith</p>



RECEPTION CURRICULUM



	AUTUMN CYCLE A	AUTUMN CYCLE B	SPRING CYCLE A	SPRING CYCLE B	SUMMER CYCLE A	SUMMER CYCLE B
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
EXPRESSIVE ARTS AND DESIGN	<p>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 their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Land Art Artists: James Brunt/Andy Goldsworthy Autumn floor textiles <u>Transforming objects</u></p>	<p>Craft & Design Artists: Louis Vuitton, Yayoi Kusama <u>Making props for toys</u> Design and make structures Make puppets / masks for story telling/ box models</p>	<p>Print, Colour, Collage: Abstract expressionism action painting Artists: Jackson Pollock, Janet Sobel, Joan Mitchell Splatter painting, spray paint onto material, Painting with vehicles/balls/marbles down the slide/guttering <u>Galaxy painting</u> <u>Painting with string</u></p>	<p>Print, Colour, Collage: Drawing with scissors! Artists: Henri Matisse, Orla Kiely, <u>Let's start with...collage!</u> <u>Imaginary landscapes</u> <u>Collaging with wax crayon rubbings</u> <u>Repeat pattern printing roller</u> String printing</p>	<p>Paint, Surface, Texture: Mixed media creations Artist: Eric Carle Creating textured paper using different tools Collage flowers/animals <u>Shells: observational and imaginative drawing</u></p> <p>Working in three dimensions: Nature sun catchers</p>	<p>Paint, Surface, Texture: Paint a rainbow! Artist: Alma Thomas Colour mixing, brush strokes</p> <p>Working in three dimensions: <u>Insect hotels</u> <u>Fruit and veg heads</u></p>
	<p>To be able to ascribe meaning to things they have drawn, made or painted To create imaginative drawings To select the correct colour to represent what they are drawing or painting To explore mixing colours To use their fingers or hands to print using paint To be able to identify an artist and what they do To manipulate playdough and clay using hands and tools</p>	<p>To be able to paint or draw a recognisable object To create closed shapes with continuous lines and begin to use these shapes to represent objects To use papers and fabrics to create simple collages To know which primary colours to mix to create the secondary colours green, orange and purple To use a variety of objects to make different types of marks e.g. brushes, twigs, cotton buds, pipettes, string To know how to print using an increasing variety of objects To say what they can see within the work and make links with their familiar world To say what they like about the artwork of an artist To use a variety of tools to change the shape of playdough and clay</p>	<p>To draw with increasing complexity and detail To create imaginative drawings they can talk about in their own words To be able to paint a background colour To know how to print using an increasing variety of objects Exploring tones – know to add white to make a colour lighter and black to make a colour darker To explore using different equipment for making lines, such as pens, felt tips, crayons, chalk, pastels</p>			
<p>Key Texts Mixed Remixed The Artist The Dot Yayoi Kusama covered everything in dots and wasn't sorry (Autumn Cycle B) Mister Seahorse (Summer Cycle A)</p>	<p>Making Skills focus: Join – glue, tape, staple, link</p> <p>To be able to join materials together using a variety of different methods</p>	<p>Making Skills focus: Fringe, fold, bend</p> <p>To use junk modelling to create imaginative sculptures</p>	<p>Making Skills focus: Tear, scrunch, curl</p> <p>To be able to plan how to make a representation of something using appropriate materials, then carry out their plan</p>			



RECEPTION CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>EXPRESSIVE ARTS AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>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 their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>To be able to sing 2 Nursey Rhymes</p> <p>To respond to music with dance, body percussion and instruments</p> <p>To perform to a small group</p> <p>To be able to copy-clap the rhythm of phrases from songs</p> <p>To keep the beat of the song with a pitched note</p>	<p>To add actions to a story</p> <p>To be able to sing 4 Nursery Rhymes</p> <p>To perform in our Christmas Show</p> <p>To be able to perform songs</p> <p>To respond to music with dance and body percussion and instruments</p> <p>To listen to music of various genres and begins to express how a piece of music makes them feel</p>	<p>To be able to sing 6 Nursery Rhymes</p> <p>To respond to music with dance, body percussion and instruments</p> <p>To be able to perform to a small group</p> <p>To explore high pitch and low pitch in the context of the songs</p>	<p>To be able to sing 8 Nursery Rhymes</p> <p>To respond to music with dance, body percussion and instruments</p> <p>To be able to perform to a class</p> <p>To invent a pattern to go with a song using one note</p>	<p>To be able to sing 10 Nursery Rhymes</p> <p>To respond to music with dance, body percussion and instruments</p> <p>To sing a new song</p> <p>To sing the pitch of a tone sung by another person</p> <p>To copy-clap 3 or 4 worded phrases from songs.</p>	<p>To recount a narrative from a well-known story</p> <p>To be able to sing a range of Nursery Rhymes</p> <p>To respond to music with dance, body percussion and instruments</p> <p>To copy-clap the rhythm of small phrases from songs</p> <p>To be able to explore melodic patterns using one or two notes</p> <p>To share music by performing</p>