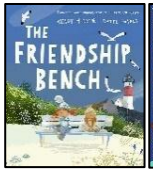
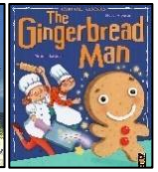
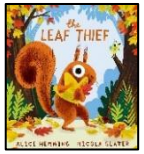
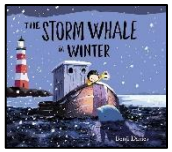
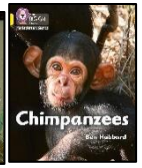
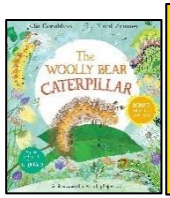
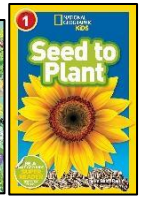
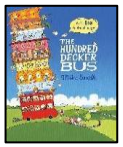
Latchford St James CE Primary School

Reception Curriculum

Characteristics of Effective Learning ..... *to be embedded through all areas of learning ... creating powerful learners and thinkers*	
Playing & Exploring	▪ Realise that their actions have an effect on the world, so they want to keep repeating them. ▪ Plan and think ahead about how they will explore or play with objects. ▪ Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."* ▪ Make independent choices. ▪ Do things independently that they have been previously taught. ▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning. ▪ Respond to new experiences that you bring to their attention.
Active Learning	▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.* ▪ Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.* ▪ Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.* ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	▪ Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.* ▪ Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.* ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.* ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."* ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Age Related Expectations *Teaching and learning to be differentiated through short term planning, driven by assessment Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Overarching Theme	**Me and My Friends**	**Time for Change**	**Wonderful Winter**	**Amazing Animals**	**Growing and Changing**	**Transport/ Journeys**
Planning around a quality text:	 				 	
Calendar of Events:	▪ 23rd September – International Day of Sign Languages ▪ 27th September – Harvest Festival ▪ 4th October – Space Week 10th October – World Mental Health Day	▪ 5th November – Bonfire Night ▪ 8th November - Diwali ▪ 8th November – Remembrance Sunday ▪ 9th November – World Nursery Rhyme Week ▪ 13th November – World Kindness Day ▪ 15th November – Road Safety Week ▪ 16th November – Anti-Bullying Week ▪ 10th December – Christmas Jumper Day ▪ 4th – 12th December – Hanukkah ▪ 25th December – Christmas Day	▪ 6th February – Lunar New Year ▪ 9th February – Safer Internet Day ▪ 9th February – Shrove Tuesday ▪ 10th February – Ash Wednesday ▪ 14th February – Valentine's Day	▪ 1st March – St David's Day ▪ 7th March – Mother's Day ▪ 9th March – Eid al-Fitr ▪ 17th March – St Patrick's Day ▪ 28th March – Easter Sunday	▪ 22nd April – Earth day ▪ 23rd April – St George's Day ▪ 3rd May – May Day ▪ 10th May – Mental Health Awareness Week ▪ 16th May – Eid al-Adha	▪ 20th June – Father's Day ▪ Sports Week – TBC

Enrichments Trips/ Visitors	Harvest service Autumn walk Diwali Nursery rhyme week Nativity performance Christmas trip – Gulliver's World	Lunar New Year Watch the pantomime at Parr Hall Mother's Day assembly Easter bonnet parade World Book Day Science Week Eid/ Ramadan Trip to the zoo	Sports Day Father's Day Event Fire Brigade visit Gardening Releasing butterflies Trip to the airport

	Autumn	Spring	Summer
Personal, Social and Emotional Development	**<u>Self-Regulation:</u>** Begin to identify and name emotions. Begin to identify and moderate own feelings socially and emotionally. Begin to express feelings and understand how others might be feeling. Begin to resolve conflicts with others by negotiating and compromising. Begin to set own goals and show resilience and perseverance in the face of challenge. **<u>Managing Self:</u>** Manage own self-care needs, independent use of: zips, buttons, coats and shoes. Develop confidence to try new activities and show independence. Know and begin to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing and having good sleep routines. **<u>Building Relationships:</u>** Begin to see self as a valuable individual. Begin to build constructive and respectful relationships.	**<u>Self-Regulation:</u>** Express feelings and consider the feelings of others. Set own goals and show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally. Think about the perspectives of others. **<u>Managing Self:</u>** Manage own self-care needs. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian. **<u>Building Relationships:</u>** See self as a valuable individual. Build constructive and respectful relationships.	**<u>Self-Regulation:</u>** Identify and moderate own feelings socially and emotionally. Express own feelings and consider the feelings and needs of others. Set and work towards own simple goal, being able to wait for what they want and control their immediate impulses. Follow instructions involving several ideas or actions. **<u>Managing Self:</u>** Manage own self-care needs with greater independence including dressing, going to the toilet and understanding the importance of healthy food choices. Complete weekly challenges with greater independence. Participate in discussions about overall health and wellbeing. Be confident to try new activities and show resilience and perseverance in face of challenge. Explain the reason for rules, know right from wrong and try to behave accordingly. **<u>Building Relationships:</u>** See self as a valuable individual with different interests and experiences. Form positive attachments to adults and friendships with peers. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.

	Autumn	Spring	Summer
	Children will develop their spoken language through daily interactions, conversations, and structured activities. Practitioners will model effective communication and use the ShREC approach to build and extend children's speaking and listening skills. Practitioners will promote oracy by: • Focusing on vocabulary development, sentence construction, and turn-taking in conversation. • Encouraging children to speak for different purposes – to share experiences, give information, and express opinions. • Providing structured opportunities for listening, responding, and presenting ideas to peers and adults. • Providing structed opportunities to practice voice projection, clarity of pronunciation and facial expressions and eye contact. • Using Picture News which changes weekly linked to current news.		
Communication and Language	**<u>Listening, Attention and Understanding</u>** Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts Learn new vocabulary linked to daily routine/ theme/ text To engage in story time Listen to and enjoy a variety of stories, poems, rhymes, non-fiction texts. To talk about story events, characters and setting, with support, to build familiarity and understanding. To show an awareness of how stories are structured and begin to ask questions to find out more **<u>Speaking</u>** Use new vocabulary throughout the day To articulate their ideas and thoughts in well-formed sentences To ask questions to find out more and to check they understand what has been said to them. Answer questions with relevant comments To use 'because' to develop their ideas. To use to sentence stems to develop my language of argument. Begin to re-enact and retell simple stories, once familiar, using some vocabulary and language structures from the text and some in their own words Begin to describe events in some detail To speak audibly so they can be heard and understood. To use gestures to support meaning in play. To use eye contact and facial expressions when speaking to my peers and familiar adults.	**<u>Listening, Attention and Understanding</u>** Hold conversation when engaged in back-and-forth exchanges Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding To listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour **<u>Speaking</u>** Use new vocabulary within play and during whole class discussions Answer and ask questions to develop understanding To make relevant contributions and justify their reasons for a particular view. To join phrases using the conjunctions if, because, but, so, could. To use sentence stems to develop back-and-forth language of comparison/ language of deduction etc. To describe events that have happened to them in detail. Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Tell a story to the class using a picture book. To take turns to speak with a partner independently.	**<u>Listening, Attention and Understanding</u>** 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 understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily. Re-enact and retell simple texts (fiction and non-fiction), using some vocabulary and language structures from the text **<u>Speaking</u>** 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 where appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with some practitioner support. To speak fluently e.g. without stammering. To pronounce words with 3 or more syllables correctly, can blend age-appropriate sounds when speaking and can pronounce all age-appropriate sounds correctly.

	Autumn	Spring	Summer
Physical Development	***Gross Motor Development*** Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to develop overall body-strength balance, co-ordination and agility. Begin to use their core muscle strength to achieve good positive when sitting at a table or sitting on the floor. Begin to combine different movements with ease and fluency. Begin to confidently and safely use a rage of large and small apparatus indoors and outdoors, alone and in a group. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. Travel with confidence and skill around, under, over and through balancing and climbing equipment, developing □upper body strength □balance □upper arm movements □crossing the midline □bilateral coordination Develop control over an object in pushing, patting, throwing and catching, developing □upper arm movements □crossing the midline □bilateral coordination ***Fine Motor Development*** Secure mature tripod grip Use correct pencil pressure and posture when forming letters. Form recognisable lower-case letters, in line with school's handwriting scheme, with automaticity. Handle tools, objects, construction and drawing materials safely and with increasing control, developing □ fine motor strength □ in-hand manipulation □ tripod grip □ thumb opposition	***Gross Motor Development*** Continue to refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, co-ordination and agility. Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with fluency and ease Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop good control and co-ordination with a range of ball skills including, throwing, catching, kicking, passing and aiming. Move in time to music (EAD), developing □Upper body strength □Balance □Upper arm movements □Crossing the midline □Bilateral coordination ***Fine Motor Development*** To form recognisable capital letters, in line with school's handwriting scheme, with automaticity. To form numerals correctly. Write dictated CVC words using phonics knowledge.	***Gross Motor Development*** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ***Fine Motor Development*** 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.

Physical Education – Get Set 4 PE	**<u>Introduction to PE – U2</u>** Develop fundamental skills: running, jumping and skipping. Develop an awareness of basic principles of PE: using space, stopping safely, using and sharing equipment and working individually, with a partner and as a group. Play simple games and understand and use rules.	**<u>Fundamentals – U2</u>** Develop fundamental skills: balancing, running, hopping, jumping, travelling and changing direction. Develop an awareness of basic principles of PE: how to stay safe using space, understand and follow rules and instructions. Work independently, and with a partner.	**<u>Ball Skills – U2</u>** Develop fundamental ball skills: throwing, catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Work independently, and with a partner. Develop decision making skills and using simple tactics.	**<u>Dance – U2</u>** Explore space and how to use space safely. Explore, copy, repeat and remember travelling actions, shapes and balances. Perform to others and begin to provide simple feedback.	**<u>Games – U2</u>** Develop fundamental skills: running, changing direction, throwing and catching. Work as a team, take turns, keep the score, play against an opponent and play by the rules.	**<u>Gymnastics – U2</u>** Explore creating shapes, balances, jumps and rolls. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Understand levels and directions when travelling and balancing.

	Autumn	Spring	Summer
Literacy	**<u>Comprehension</u>** Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Begin to recall key events and talk about main characters. Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **<u>Word Reading</u>** Understand the five key concepts about print with a focus on: left to right, 1-1 correspondence, word, letter, first/ last. Read individual letters by saying the sounds for them linked to phase 2 phonics. Begin to use key vocabulary phoneme, grapheme. Blend sounds into words, so that they can read short words made up of known GPCs – VC/ CVC words. Begin to read a few tricky words linked to Little Wandle scheme. Begin to read simple phrases/ sentences by applying phase 2 GPCs knowledge, in line with Little Wandle scheme. Begin to read guided reading books aligned to phonics knowledge. **<u>Writing</u>** Secure mature tripod grip Use correct pencil pressure and posture when forming letters. Form recognisable lower-case letters, in line with school's handwriting scheme, with automaticity. Handle tools, objects, construction and drawing materials safely and with increasing control, developing □ fine motor strength □ in-hand manipulation □ tripod grip □ thumb opposition	**<u>Comprehension</u>** Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to anticipate some key events in stories where appropriate e.g. predict Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **<u>Word Reading</u>** Begin to read words consistent with their phonics knowledge: CVC words. Read some tricky words linked to Little Wandle scheme. Read simple phrases/ sentences applying knowledge of phase 2 and 3 sounds. Read guided reading books aligned to phonics knowledge. **<u>Writing</u>** To form recognisable capital letters, in line with school's handwriting scheme, with automaticity. To form numerals correctly. Write dictated CVC words using phonics knowledge. Begin to re-read what they have written to check it makes sense. Begin to orally rehearse simple phrases.	**<u>Comprehension</u>** Demonstrate an 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. **<u>Word Reading</u>** Say the sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that align with their phonic knowledge, including some tricky words. **<u>Writing</u>** Write recognisable letters (lower-case and capital letters) all of which are formed correctly, with automaticity. Write simple dictated phrases and sentences that can be read by others using their phonic knowledge. Re-read what they have written to check it makes sense. Write first name and surname accurately with correct spacing.

	Autumn	Spring	Summer
Mathematics	**<u>Number</u>** Recite numbers from 0 to 5 (and beyond) and back from 5 to 0. Count objects, actions and sounds to 5. Subitise 3/ 4 objects Link the numeral with its cardinal number value to 5 Explore the composition of numbers to 5 Begin to explore number bonds to 5 **<u>Numerical Patterns</u>** Compare quantities to 5 Understand one more/ one less than to 5 **<u>Shape, Space and Measure</u>** Continue, copy and create repeating patterns. Begin to compare length, weight and capacity. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D shapes, for example circle, triangles, square, rectangle, using informal and mathematical language 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	**<u>Number</u>** Recite numbers from 0 to 10 (and beyond) and back from 10 to 0. Count objects, actions and sounds to 10. Begin to estimate number of objects up to 10 and check by counting. Subitise up to 5 objects. Link the numeral with its cardinal number value to 10. Explore the composition of numbers to 10. Recall number bonds to 5 and begin to recall some bonds to 10. **<u>Numerical Patterns</u>** Compare quantities to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Begin to share, double, half up to 10 objects. **<u>Shape, Space and Measure</u>** Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns, Compare length, height, weight and capacity. To describe a sequence of events, real or fictional, using words such as 'first', 'then…' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	**<u>Number</u>** Have a deep understanding of number to 10, including the comparison of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. **<u>Numerical Patterns</u>** 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 the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. **<u>Shape, Space and Measure</u>** Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes within practical activities. Continue, copy and create more complex repeating patterns. Compare length, height, weight and capacity. Measure and compare short periods of time.

	Autumn	Spring	Summer
Understanding the World	**<u>Past and Present</u>** Be introduced to, become familiar with and follow the daily routine. Begin to understand the difference between a day and a week. Begin to make sense of their own life-story and family's history. Name & describe people who are familiar to them Begin to develop an understanding of chronology– sequencing events. **<u>People, Culture and Communities</u>** Begin to name and describe people who are familiar to them – introduction to class teachers and people in school/ similarities and differences, positive attitudes and respect. Talk about members of their immediate family and community – parents, grandparents and siblings/ local food shops, sharing with family and friends. Begin to understand that there are many different types of families. Continue to develop an awareness of different occupations. Begin to understand that some places are special to members of their community. Begin to recognise that people have different beliefs and celebrate special times in different ways – Harvest festival, Diwali, Remembrance Day and Christmas. **<u>The Natural World</u>** Explore, name and talk about different body parts. Sequence growth from baby to adult. Experience, explore and identify seasonal changes (Autumn and beginning of Winter) and the changes in weather e.g. leaf colour changes, cooler weather, bare trees and shorter days. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live – using simple maps, key features of a woodland/ park/ farm compared to school.	**<u>Past and Present</u>** Comment on images of familiar situations in the past. Continue to make sense of their own life story and family's history. Continue to develop an understanding of chronology – remembering past events through photographs and objects. Comment on images of familiar situations in the past. **<u>People, Culture and Communities</u>** Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and other countries. **<u>The Natural World</u>** Explore the natural world around them. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them: Winter and beginning of Spring. Recognise some environments that are different to the one in which they live Observe, discuss & predict natural processes: freezing / melting – snow and ice, adding water to soil/ sand. Recognise and name different animals from colder climates. Explore their characteristics, habitats and what they need to survive. Recognise and name different animals living in hotter environments. Explore their characteristics, habitats and what they need to survive.	**<u>Past and Present</u>** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: look back through the Reception year, talk about changes in school and at home e.g. new siblings. Participate in transition to Year 1. Understand the past through settings, characters and events encountered in books read in class and storytelling. **<u>People, Culture and Communities</u>** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Describe features of local community/ describe story settings using correct terminology/ create map from Reception to Year 1. 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. **<u>The Natural World</u>** Explore the natural world around them and make observations: observe and identify key characteristics of different seasons e.g. Spring into Summer. Talk about key features of the natural environment, beginning to identify different materials and their properties. Compare and contrast two different environments. Observe natural features carefully and begin to make observation or drawings e.g. plants and animals. Explore growth of sunflowers and identify key features to promote growth e.g. sunlight, soil, water. Save and now the life cycle of a butterfly using key vocabulary e.g. caterpillar, chrysalis, butterfly.

	Autumn	Spring	Summer
Expressive Arts and Design	**<u>Creating with Materials</u>** Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in drawings and paintings. Continue to explore colour and colour mixing e.g. pink, brown, orange. Safely use and explore a range of materials and tools - use tools appropriately to roll, cut and flatten. Explore new techniques. Talk about new creations. Explore different contrasting textures e.g. rough, smooth. **<u>Being Imaginative and Expressive</u>** Take part in simple pretend play. Begin to develop complex stories using small world equipment. Begin to develop storylines in their pretend play, including those linked to focus text. Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own. Begin to explore and engage in music making and dance. Begin to perform to others – linked rhymes, songs and dances.	**<u>Creating with Materials</u>** Explore and use a variety of artistic effects to express their ideas and feelings – colour mixing, observational drawings, use a range of materials. Explore a range of painting techniques using water – ice painting, water colour paints, marbling, chalk and water, continue to use water colour paints. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **<u>Being Imaginative and Expressive</u>** Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance. Develop storylines in their pretend play – imitating/ innovating/ inventing, use story language within role play/ small world play.	**<u>Creating with Materials</u>** Observe colours in nature and represent them in their artwork, mixing colours to match what they see. Use loose parts to make imaginative structures. Create collaboratively - sharing ideas, resources and skills. Use drawing tools with increasing precision & draw with increasing complexity and detail. Use printing techniques independently to make patterns and pictures, using a variety of artistic effects. Use collage and loose parts to make imaginative structures / pictures and patterns. **<u>Being Imaginative and Expressive</u>** Invent, adapt and recount narratives with peers and teacher. Make use of props and materials when role playing characters in narratives and stories. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing a range of well-known nursery rhymes and songs. Explore and engage in music making and dance - moving in time to music. Perform songs, rhymes, poems and stories with others.