

Reception – Curriculum overview

In Reception we use the DFE document, ‘Development Matters in the Early Years Foundation Stage’ as the starting point for teaching, learning and assessment. Planning for learning in Reception is a balance between teacher led themed based learning and our observations of the interests and fascinations of the children. Our learning environment indoors and outdoors should be stimulating, exciting and reflect the children’s ‘next steps’ in learning across the curriculum. The teaching team meets weekly to plan for our three ‘learning bases’ and the outdoor learning space.

Our curriculum overview explains how teaching and learning is organised in Reception.

Autumn Term – All about me!	
As the children settle into school we will be learning about the children’s interests, learning about similarities and difference between families, talking about our school and learning about the features of our school community, talking about Aylesbury and our local environment, talking about and learning about family events and celebrations such as Bonfire Night, Diwali and Christmas	
Predictable events, festivals and celebrations: Birthdays, Bonfire night, Diwali, Christmas	
Characteristics of Effective Learning: <i>Playing and exploring – engagement</i> <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to ‘have a go’</i> <i>Active learning – motivation</i> <i>Being involved and concentrating</i> <i>Keeping trying</i> <i>Enjoying achieving what they set out to do</i> <i>Creating and thinking critically – thinking</i> <i>Having their own ideas</i> <i>Making links</i> <i>Choosing ways to do things</i>	Characteristics of Effective Learning: During this first term in Reception we will be supporting the children’s developing independence with personal skills such as managing their personal hygiene, managing and becoming responsible for their personal things such as book bags and water bottles, putting on and doing up coats independently, getting dressed and undressed for PE (<i>Playing and Exploring – Being willing to have a go, Active learning – Keeping trying, Enjoying achieving what they set out to do</i>). We will be introducing them to their learning environment and our expectations about how we take care of this space together (<i>Playing and Exploring – finding out and exploring</i>). We will also be introducing them to a range of tools, skills and techniques to support their learning across the curriculum e.g. developing a confident pencil grip, using scissors to cut, managing glue, paint and glue sticks. <i>(Active learning – Keeping trying, Enjoying achieving what they set out to do, Creating and thinking critically - Having their own ideas, Making links, Choosing ways to do things)</i>

Autumn Term – All about me!

Personal social and Emotional Development	Communication and Language	Physical Development	Reading	Writing	Maths - Number	Maths – Shape, Space and Measure	Understanding of the World	Expressive Arts and Design
Introduction to 'The Golden rules'	Sharing rhyming stories at story time, joining in with comments and actions	Weekly PE sessions Funky fingers sessions	Phonics - Letters and Sounds Phase 1 activities focusing on rhyme, initial sound discrimination, oral blending and segmenting	Writing own name independently - accurate letter formation	Number and shape songs – song of the week	Language of size (link to Goldilocks and the Three Bears)	Weekly ICT sessions	Weekly music sessions
Circle Times focusing on feelings and emotions	Listening to stories without pictures at story time (CD stories)	Pencil control, letter formation and name writing, number formation		Writing names on models, labels and captions, letter to Santa	Counting and ordering numbers within 10	Recognising and continuing pattern (My Mum and Dad make me laugh)	Photographs of Aylesbury for discussion and within block play/small world play. Walk to post box.	People who help us in role play and small world play (Home corner, Police role play, Doctor role play)
Listening to each other	Sharing stories about families and making a collection of these in the book area	Scissor skills			Number of the week; exploring a number 1-10	Comparing objects by length, weight and height (height chart in classroom)	Photographs of our families for discussion, talking about similarities and differences between ourselves and others	Self portraits
Developing negotiation skills	Talking about family experiences and where we live (see Understanding of the World and Expressive Arts and Design)	Introduction to a range of tools and techniques at the workshop; hole punch, stapler, treasury tags, split pins	Phonics - Read Write Inc Speed Sounds 1 (From October half term)	Applying phonic knowledge to independent writing	Modelling mathematical language to solve problems: more, less, fewer, have we got enough?, how many?	Positional language; behind, next to, under, over (link to small world)	Exploring light and dark (link to bonfire/firework night)	Colour mixing
Playing turn taking games with support		Introduction to small apparatus outside; bats, racquets, different sized balls	Reading CVC words	Writing CVC words				Collage
Self-selecting in the environment			Matching captions to pictures	Story maps: Goldilocks and the Three Bears, We're Going on a Bear Hunt		Time: Days of the week in daily routine	Talking about children's experiences of festivals and celebrations; bonfire night, birthdays, Diwali, Christmas.	Introduction to music area
Values	Extending vocabulary games; 'Describe it and find it'	Introduction to climbing frame and large wheeled toys	Introducing 'tricky' words					Introduction to loose parts in the outdoor area

Key stories:		
Literacy	Maths	Understanding the World
<i>Goldilocks and the Three Bears</i> <i>We're Going on a Bear Hunt – Helen Oxenbury</i> Duck in the truck – Jez Alborough Where's my teddy? – Jez Alborough Hippo has a hat – Julia Donaldson The Gruffalo – Julia Donaldson	My Mum and Dad make me laugh – Nick Sharratt Kippers Toybox – Mick Inkpen	Alfie gets in first – Shirley Hughes Lucy and Tom's First Christmas – Shirley Hughes

Spring Term

Spring Term – Claws, paws and roars	
In the second term in Reception our theme is 'Claws, paws and roars'. We will learning about dinosaurs, looking at non-fiction texts and information from Information Technology to develop whole class fact files about these prehistoric creatures. We will also be focusing on the story 'Dear Zoo' by Rod Campbell looking at the descriptive language and repetitive refrains in the text and using our developing phonic knowledge to make our own individual lift the flap books.	
Predictable events, festivals and celebrations: Birthdays, Mother's Day, Easter, Chinese New Year	
Characteristics of Effective Learning: <i>Playing and exploring – engagement</i> <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to 'have a go'</i> <i>Active learning – motivation</i> <i>Being involved and concentrating</i> <i>Keeping trying</i> <i>Enjoying achieving what they set out to do</i> <i>Creating and thinking critically – thinking</i> <i>Having their own ideas</i> <i>Making links</i> <i>Choosing ways to do things</i>	Characteristics of Effective Learning: In the second term of Reception we will be actively supporting the children to apply their newly developing skills to experiences across the curriculum. We will expect children to be using their deepening phonological knowledge, applying their skills to reading and writing for a range of purposes e.g. writing labels, signs and captions, making their own lift-the-flap books. In Maths, we will be supporting the children to apply their mathematical understanding to problem solving and recording e.g. keeping score of goals scored outside and using coins to buy items in the role play. area (<i>Playing and Exploring – Being willing to have a go, Active learning – Keeping trying, Enjoying achieving what they set out to do</i>). We will expect children to use their imaginations to combine resources creatively in the workshop and at the painting area, using the skills they have been taught to build, create, fix and make! (<i>Active learning – Keeping trying, Enjoying achieving what they set out to do, Creating and thinking critically - Having their own ideas, Making links, Choosing ways to do things</i>)

Spring Term – Claws, paws and roars!

Personal social and Emotional Development	Communication and Language	PD	Reading	Writing	Maths - Number	Maths – Shape, Space and Measure	UW	Expressive Arts and Design
<p>Circle times focusing on Golden Rules</p> <p>Being fair, working together, resolving conflict with less adult support</p> <p>Children self selecting resources to extend and develop their ideas</p> <p>Talking about special skills and abilities (link to 'Cleversticks' story and writing)</p>	<p>Daily story sessions; answering how and why questions, anticipating what might happen next</p> <p>Listening to stories without pictures at story time (CD stories)</p> <p>Sharing stories and non-fiction texts about dinosaurs and then wild animals and making a collection of these in the book area</p> <p>Extending vocabulary games; 'Describe it and find it' (Wild animals)</p> <p>Re-telling The Three Billy Goats Gruff with props and making up alternative versions</p>	<p>Weekly PE sessions</p> <p>Funky fingers sessions</p> <p>Scissor skills</p> <p>Pencil control activities and handwriting activities (link to Read Write Inc sessions), number formation</p> <p>Sewing</p>	<p>Phonics - Read Write Inc Speed Sounds 1 and 2</p> <p>Reading common 'tricky' words</p> <p>Matching captions to pictures</p> <p>Introduce the alphabet song</p> <p>Non-fiction texts relevant to Dinosaurs, wild animals, signs of Spring, Easter (book areas, small word experiences)</p>	<p>Introducing capital letters and full stops.</p> <p>Writing sentences as dictation</p> <p>Writing common 'tricky' words</p> <p>Writing sentences, captions and labels for a range of purposes (fact file, lift the flap book, Mother's Day cards, 'I can' – link to Cleversticks)</p> <p>Writing alternative versions of The Three Billy Goats Gruff</p>	<p>Number and shape song of the week</p> <p>Ordering numbers within 20; jumbled numbers, what's missing?, one more, one less</p> <p>Number of the week; exploring a number 11-20</p> <p>Sharing quantities using real objects – have we got the same?</p> <p>Adding and subtracting single digit numbers with quantities and objects</p> <p>Scoring games in the outdoor area (skittles, buckets)</p>	<p>2D shape – naming and describing properties</p> <p>Money: '5 currant buns in the bakers shop' 'Hot Cross Buns'</p> <p>Time: Measuring time using everyday language and to solve problems: 1 minute challenges (link to sponsored bounce, '5 minutes peace')</p>	<p>Exploring and investigating ice outside – freezing and melting (change)</p> <p>Exploring and investigating magnetic and non-magnetic materials</p> <p>Living eggs: observing and recording change as chicks hatch. What other animals hatch from eggs?</p> <p>Experiences of celebrations, similarities and differences between themselves and others</p> <p>Looking for signs of Spring</p>	<p>Weekly music sessions including songs relating to topic</p> <p>Planning, designing and evaluating at the workshop (First I, then I, next I will...)</p> <p>Introduction to transient art</p> <p>Colour mixing</p> <p>Observational drawings of Spring flowers using a variety different media e.g. block paint, pastels, pencil</p> <p>Role play areas that support phonics and Maths – Vet, Bakers Shop</p> <p>Acting out the story of The Three Billy Goats Gruff</p>

Key stories

Literacy	Maths	Understanding of the World
<p><i>The Three Billy Goats Gruff</i> <i>Dear Zoo – Rod Campbell</i></p> <p>Bumpus Jumpus Dinosaur Rumpus – Tony Milton, Guy Parker-Reece Giraffes can't dance – Giles Andreae Rumble in the jungle - Giles Andreae</p>	<p>Harry and the bucketful of dinosaurs - Ian Whybrow</p>	<p>The odd egg – Emily Gravett Mr Wolf's Pancakes – Jan Fearnley Cleversticks – Bernard Ashley</p>

Summer Term – Growing	
In the final term of the year, the focus will be on Understanding the World and Physical Development The children will be busy planting and growing vegetables from seeds in the outdoor area, talking about and observing the changes that they see whilst taking responsibility for caring for the plants growing outside throughout the Summer. As the children learn about growing fruits and vegetables they will also learn about the things that they need to do to keep themselves healthy and making healthy choices.	
Predictable events, festivals and celebrations: Eid al Fitr, Father’s Day, Sports Day, Move up Day	
Characteristics of Effective Learning: <i>Playing and exploring – engagement</i> <i>Finding out and exploring</i> <i>Playing with what they know</i> <i>Being willing to ‘have a go’</i> <i>Active learning – motivation</i> <i>Being involved and concentrating</i> <i>Keeping trying</i> <i>Enjoying achieving what they set out to do</i> <i>Creating and thinking critically – thinking</i> <i>Having their own ideas</i> <i>Making links</i> <i>Choosing ways to do things</i>	Characteristics of Effective Learning: The children will be able to make the most of their final term in Reception by applying the skills and knowledge they have developed over the year to a range of carefully planned opportunities inside and outside. The learning environment will continue to offer them the opportunity to practice new skills and to problem solve. <i>(Playing and Exploring – Being willing to have a go, Active learning – Keeping trying, Enjoying achieving what they set out to do).</i> The warmer weather will provide an opportunity to enjoy water play; connecting guttering and making structures for transporting water, using the language of capacity, watering and caring for growing plants. <i>(Playing and Exploring – Finding out and exploring, Playing with what they know. Creating and thinking critically – Having their own ideas, Choosing ways to do things)</i> As the children experience growing and planting vegetables outside they will be talking about likes and dislikes and learning about what they need to do to keep themselves healthy. <i>(Creating and thinking critically – Making links)</i>

Summer Term – Growing

Personal social and Emotional Development	Communication and Language	Physical Development	Reading	Writing	Maths - Number	Maths – Shape, space and measure	Understanding of the World	Expressive Arts and Design
<p>Circle times focusing on Golden Rules</p> <p>Children self select within environment to extend their ideas</p> <p>Talking about feelings; sharing stories about familiar situations: How would you feel? What would you do?</p>	<p>Daily story sessions; answering how and why questions, anticipating what might happen next</p> <p>Listening to stories without pictures at story time (CD stories)</p>	<p>Weekly PE sessions</p> <p>Funky fingers sessions</p> <p>Scissor skills</p> <p>Sewing</p> <p>Pencil control activities and handwriting activities (link to Read Write Inc sessions), number formation</p> <p>Talking about the importance for good health of physical exercise, and a healthy diet, and about ways to keep healthy and safe</p>	<p>Phonics - Read Write Inc Speed Sounds 1 and 2</p> <p>Singing the alphabet song</p> <p>Reading and writing common 'tricky' words</p> <p>Matching captions to pictures</p>	<p>Writing sentences as dictation</p> <p>Reading and writing common 'tricky' words</p> <p>Writing alternative versions of The Enormous Turnip</p> <p>Writing instructions to make Fruit Salad</p>	<p>Number and shape song of the week</p> <p>Ordering numbers within 20; what's missing? one more, one less</p> <p>Doubling and halving numbers with numicon</p> <p>Adding and subtracting single digit numbers with quantities and objects</p> <p>Scoring games in the outdoor area (skittles, buckets)</p>	<p>Money: Recognising coins within 10p and using money to solve problems (link to car wash role play)</p> <p>Time: Telling the time to o'clock, 'What's the time Mr Wolf?'</p> <p>Time: Days of the week 'Oliver's Beanstalk'</p> <p>3D shape: naming and describing</p>	<p>Collection of objects of items associated with babies and photographs of ourselves as babies; how have we changed as we have grown?</p> <p>What is alive and what is not alive?</p> <p>Growing plants from seed</p> <p>Mini beast safari – 'We're going on a bug hunt'; making observations in the environment</p>	<p>Weekly music sessions including songs relating to topic e.g. 'There's a tiny caterpillar on a leaf'</p> <p>Puppet theatre outside</p> <p>Clay – exploring, investigating</p> <p>Observational drawings (drawing inside/outside) of fruit and vegetables</p> <p>Role play areas that support</p>

			Non-fiction texts about minibeasts		Snakes and ladders) Making own board games (link to PSE)			phonics and Maths – café, pizza parlour
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Key Stories

Personal Social and Emotional Development	Literacy	Maths	Understanding of the World
Tough guys have feelings too – Keith Negley I will not ever a tomato – Lauren Childs	The Enormous Turnip The Enormous Potato	Jasper’s Beanstalk – Nick Butterworth What’s the time Mr Wolf? – Colin Hawkins 5 minutes peace – Jill Murphy	When I was little like you – Jill Walsh The Tiny Seed – Eric Carle Oliver’s Vegetables – Vivian French Oliver’s Fruit Salad – Vivian French