

Reception Curriculum						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic	Our Wonderful World	Helping Heroes	Once Upon a Time	Take a Trip Around the World	Get, Set, Grow	Growing Up and Moving On.
Concurrent Focus Areas through all topics- Prime Areas-Communication and Language, Personal, Social and Emotional Development. Specific Areas-Literacy and Mathematics Opportunities to incorporate Laudato Si as a main driver through each topic.						
EYFS Focus Areas	UW-The World EAD-Exploring and using media and materials EAD-Being Imaginative	UW-People and Communities UW-The World UW-Technology	EAD- EAD-Exploring and using media and materials EAD-Being Imaginative	UW-People and Communities UW-The World EAD-Being Imaginative	UW-People and Communities UW-The World EAD- EAD-Exploring and using media and materials EAD-Being Imaginative	UW-People and Communities UW-The World EAD- EAD-Exploring and using media and materials EAD-Being Imaginative
Enrichment Activities	Talk from the Dorset Waste Partnership group	Visits from members of the Emergency services/parents with interesting jobs.	Visit from storyteller/library service	Visits from parents from different countries to speak about those places.	Visit to the WOEC May 2020	Visit from PE instructor.
English Texts	Creation Story-Bible Noah's Ark	Non Fiction Book focus on Jobs that People do. Media Text-Fireman Sam The Smartest Giant in Town-Julia Donaldson What the Ladybird Heard-Julia Donaldson	Fairy Tale Focus- 3 Little Pigs Goldilocks and the 3 Bears The 3 Billy Goats Gruff Fiction Focus-The Gruffalo	Non-Fiction Book focus- Chinese New Year Media Texts linked to countries. Handa's Surprise Rama and Sita storytelling text The Snail and the Whale-Julia Donaldson	Jack and the Beanstalk Jim and the Beanstalk	The Kitchen Disco-Healthy Food Non Fiction Book Focus –Our Bodies

Phonic Focus	Phase 2 Phonics s a t p l n m d g o c k c k e u	Phase 2 phonics r h b f ff l ll ss	Phase 3 Phonics qu ch sh th ng ai ee	Phase 3 Phonics lgh oa oo/oo ar or ur/er ou	Phase 3 Phonics oi ear air ure	Phase 4 Phonics
Reading Focus	Phase 2 Tricky words I no the to go into	Recap of all Phase 2 phonics Word Blending activities Phase 3 Phonics	Word Blending Activities	Word Blending Activities	Recap all of Phase 3 Phonics Word Blending activities Phase 4 Phonics	4 a week for 6 weeks 2 for 1 week Recap all of Phase 4 phonics Phase 4 tricky words their called
Writing Focus	Whole Class Story time Paired Reading Shared Reading in groups Individual reading	J v w x y z zz Phase 2 Tricky words and Phase 3 words I no the to go into he she me we	Phase 3 tricky words be you are her was all they my	Phase 4 Tricky Words said have like so do some come little	4 a week for 3 weeks Phase 4 Tricky Words were there what when out oh Mrs people	Whole class Storytime Paired Reading Shared Reading in groups Individual reading/key words/phonics
	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools.	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools.	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools.	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools.	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools. Recording sounds taught in phonics CVC word writing Key word sentences Report writing linked to animal Life cycle observations.	Ongoing mark-making opportunities using a range of tools. Activities to develop fine motor skills development. Gross motor activities to develop movements to enable children to hold mark making tools. Recording sounds taught in phonics CVC word writing Key word sentences Non chronological writing linked to healthy eating/growing and changing.
Vocabulary Development	Throughout all the topics we will teach subject specific vocabulary as well as teaching the children descriptive language linked to story settings, the environment, our senses, emotions and our bodies.					

<p>Maths</p>	<p>Number Focus Focus on number skills Ongoing number activities to build upon natural curiosity of number/number problems in the environment Counting objects Counting actions Counting regular arrays Counting irregular arrays Counting out a set number of objects from a group Numeral recognition Matching numerals to objects counted Selecting numerals to go with a set of objects Estimating amounts and checking by counting Vocabulary of more and fewer</p> <p>Shape, space and Measures Practical shape work in the environment with focus on 2D and 3D shape. Pattern making through practical activities. Vocabulary development linked to shape names and the properties of shapes.</p>	<p>Number Focus Continuation of focus on number skills. Ongoing provision to develop skills from Autumn 1. Vocabulary of more and fewer Introduction to concept of 1 more and 1 less through practical work using skills of adding and taking away physically to find the answer Introduction to concept of 1 more and 1 less with groups of up to 5 objects and then 10 objects Practical activities linked to addition and subtraction Introduction to the skill of recording marks or numbers that can be explained and interpreted Through continuous provision-opportunities for problem solving</p> <p>Shape, space and Measures Work on prepositions linked to our topic. Practical skills development by work on capacity and weight. Vocabulary development linked to times of the day when people do particular activities.</p>	<p>Number Focus Ongoing provision to develop skills from Autumn 2. Continuation of work on adding and taking away physically to find the answer Continuation of concept of 1 more and 1 less with groups of up to 10 objects Practical activities linked to addition and subtraction Introduction to the skill of recording marks or numbers that can be explained and interpreted Work on ordering numbers Through continuous provision-opportunities for problem solving Differentiation as necessary with the number range being adapted depending on the needs of the child. Practical activities linked to topics to make practical work meaningful to the children.</p> <p>Shape Space and Measures Continuation of work on prepositions for reinforcement linked to topic based activities. Recap of work on 2D and 3D shapes and their properties. Continuation of measuring skills linked to weight and capacity. Introduction to the skill of using non standard measures in measuring and comparing length. Vocabulary development linked to measuring and comparing.</p>	<p>Number Focus Ongoing provision to develop skills from Spring 1. Continuation of work on adding and taking away physically to find the answer Continuation of concept of 1 more and 1 less with groups of up to 10 objects and more if appropriate. Practical activities linked to addition and subtraction Continuation of the skill recording numbers that can be explained and interpreted Work on ordering numbers Through continuous provision-opportunities for problem solving Differentiation as necessary with the number range being adapted depending on the needs of the child. Practical activities linked to topics to make practical work meaningful to the children.</p> <p>Shape, space and measures Continuation of work on pattern making. Skills development in measuring capacity, weight and length using on standard using and comparing these. Vocabulary development linked to measuring and comparing. Work on money and practical use of money in learning to pay for items.</p>	<p>Number Focus Ongoing provision to develop skills from Spring 2. Continuation of work on adding 1 and taking away 1 from groups of objects. Work on numbers and the number system. Doubling practically. Halving practically and sharing between groups fairly. Continuous provision-opportunities for problem solving Differentiation as necessary with the number range being adapted depending on the needs of the child. Practical activities linked to topics to make practical work meaningful to the children.</p> <p>Shape, space and measures Continuation of measuring capacity, weight, length and distance using non standard measures. Continuation of practical skills linked to pattern making. Vocabulary development linked to all practical areas covered with a recap of work on 2D and 3D shapes.</p>	<p>Number Focus Ongoing provision to develop skills from Summer 1. As well as practical work on one more, one less, ordering, doubling, halving, practical sharing and addition and subtraction, we will work on recording work through numbers and teach the children notation linked with number sentences in preparation for year 1. Continuous provision-opportunities for problem solving Differentiation as necessary with the number range being adapted depending on the needs of the child. Practical activities linked to topics to make practical work meaningful to the children.</p> <p>Shape, space and measures Continuation from Summer 1 skills. Recapping all areas in preparation for Year 1 work and ensuring that vocabulary is enriched and embedded. Ongoing practical opportunities to develop skills and children to record work in a way they can explain to demonstrate understanding.</p>
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Understanding of the World People and Communities The World	Activities: Our Wonderful World The World Senses Investigations Materials exploration Seasons exploration	Activities: Helping Heroes People and Communities The World Speed investigation Sound exploration	Activities: Once Upon a Time The World 2 Materials investigations	Activities : Take a Trip around the World People and Communities Animal habitat exploration	Activities: Get,Set,Grow The World Life Cycles Investigation Plant growth Investigation	Activities: Growing Up and Moving On People and Communities The World Healthy eating exploration Taste Investigation Learning about growth and change
	Our Wonderful World Skills To observe the world around them through practical explaration with a focus on seeing and commenting upon patterns and changes in nature. Work on seeing, hearing, smelling, touching and tasting. Ongoing continuous provision opportunities to develop observational skills. Learning about the food at Harvest and how we give thanks to God. Links to Laudato Si as we learn about charities locally such as The Weymouth and Portland Food Banks. Learning about caring for the environment-visit from The Dorset waste Partnership.	Helping Heroes Skills To investigate the speed that objects travel linked to the fast speed of emergency vehicles. To investigate sounds linked to emergency vehicles being loud. Ongoing continuous provision opportunities to develop observational skills. Learning about the way that people help one another Learning about how people have different jobs that help the world. Links to Laudato Si.People who care for the environment and one another	Once Upon a Time Skills To investigate the best building materials for making houses linked to The 3 Little Pigs To investigate strong structures linked to the chairs in Goldilocks and the 3 Bears. Ongoing continuous provision opportunities to develop observational skills. Learning about how we work together to get things done. Links to Laudato Si and how we work together for the good of eachother and the World. Link to Lent and supporting children in India.	Take a Trip Around the World Skills To investigate animal habitats linked to the story of The Snail and the Whale. Ongoing continuous provision opportunities to develop observational skills. Learning about family customs and routines. Traditions in different countries. Chinese New Year. Links to Easter/New Life/Spring and Laudato Si.	Get,Set,Grow Skills To investigate the Life Cycles of a Butterfly, Sunflower, Frog and Hen To investigate conditions needed for plant growth. Ongoing continuous provision opportunities to develop observational skills. Caring for animals, the environment through animal growth and plant growth. Links to Laudato Si.	Growing Up and Moving On Skills To explore food that are healthy and help us grow. To investigate the taste of foods to try to identify them. To explore how people grow and change. Ongoing continuous provision opportunities to develop observational skills. Looking at people groeing and changing, healthy eating and the need to care for the planet. Links to Laudato Si.
Expressive Arts and Design Exploring and Using materials Being Imaginative	Art Skills Drawing Skills-Representing ourselves/Our Wonderful World Painting Skills-Representing ourselves/Our Wonderful World Printng Skills-Using natural materials Sculpture-Transient art using	Art Skills Drawing Skills-Representing people who help us Painting Skills-painting trails using different tools linked to ‘What the Ladybird Heard.’ Printng Skills-Using 3D shapes. Sculpture-Clay tiles of people who help us.	Art Skills Drawing-Characters from Fairy tales Painting Skills-Mixing colours to create Gruffalo paintings. Printng-Making Gruffalo footprints Sculpture-making troll bridges from paper.	Art Skills Drawing-animals from the Chinese new year story.Year of the Rat Painting Skills-patterns linked to Chinese writing, experimenting with paint brush effects. Printng-Using natural materials found in Spring. Collage Skills-making animal collages.	Art Skills Drawing Skills-Observational Spring drawings Painting skills-Painting on different materials for different effects Printng-Using mixed media to create different effects Sulpture-making flowers from	Art Skills Drawing Skills-Drawing pictures of what we’d like to do when grow up. Painting-A healthy meal using colour mixing skills. Printng-Using healthy foods Collage Skills-Creating collages linked to fruit.

	found materials. Clay work.				reusable materials	
	Ongoing Continuous provision opportunities to allow children to explore and experiment with a range of tools and media and to have access to colour mixing opportunities.					
	<p>Music /Dance Skills</p> <p>Making body sounds</p> <p>Exploring Rhyme and Rhythm</p> <p>Expressive dance in response to different music</p>	<p>Music Skills</p> <p>Exploring instruments</p> <p>Making rhythms using instruments for different effects.</p> <p>Dance in response to instruments</p>	<p>Music Skills</p> <p>Making various vocal sounds to create different effects.</p> <p>Learning to sing loudly and quietly.</p> <p>Controlling our voice.</p> <p>Dancing as we sing.</p>	<p>Music Skills</p> <p>Exploring tempo using our bodies, instruments and voices.</p> <p>Moving and dancing in response to different tempo.</p>	<p>Music Skills</p> <p>Exploring dynamics using voices, instruments and our voices.</p> <p>Moving and dancing in response to a range of dynamics.</p>	<p>Music Skills</p> <p>Recapping the skills taught during reception.</p> <p>Children to work on composing pieces using either their bodies, instruments or voices.</p>
	<p>Construction Skills</p> <p>To build using a range of materials. Focus on constructing using modelling materials and materials in the natural environment.</p>	<p>Construction Skills</p> <p>To construct vehicles using large building equipment in the outdoor environment.</p>	<p>Construction Skills</p> <p>To design and construct bridges using paper.</p>	<p>Construction Skills</p> <p>To design and make an animal collage, planning materials needed.</p>	<p>Construction Skills</p> <p>To build using a range of materials. Focus on constructing using modelling materials in the natural environment.</p>	<p>Construction Skills</p> <p>To construct a model of ourselves using junk materials.</p>
	Children will access to sound making equipment and construction materials at all times through continuous provision.					

	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>Noah’s Ark Role Play opportunities.</p> <p>The Smartest Giant in Town role play opportunities.</p>	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>Helping Hero Role Play opportunities.</p> <p>What the Ladybird Heard role play opportunities.</p>	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>The 3 Little Pigs Role Play opportunities.</p> <p>Goldilocks and the 3 Bears role play opportunities.</p> <p>The 3 billy Goats Gruff role play opportunities</p> <p>The Gruffalo role play opportunities</p>	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>Chinese New Year Role Play opportunities.</p> <p>The Snail and the Whale role play opportunities.</p>	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>Animal Life cycle Role Play opportunities.</p> <p>Jack and the Beanstalk role play opportunities.</p>	<p>Imaginative Skills To speak in role play about experiences in their own lives, or scenarios created from their imagination.</p> <p>Noah’s Ark Role Play opportunities.</p> <p>The smartest giant in town role play opportunities.</p>
	Children will have opportunities to develop their communication nad language skills in terms of speaking, listening and attention and understanding through ongoing continuous provision opportunities that allow children to explore words through sharing stories and role play opportunities with their friends and enhanced/ moved on by adults in the setting.					
Physical Development	Fine Motor Skills Through continuous provision, the children will have daily access to activities/provision that will aloow them to develop their dexterity and fine motor skills using a range of tools and materials					
	Gross Motor Skills Through continuous provision, the children will be given opportunities to develop their gross motor skills. In PE lessons we will be focussing on the following skills					
	Spatial Awareness and general movement/Tennis Develop running and jumping, including with change of direction and speed. Develop ways of passing balls/beanbags etc. between each other. Working on hand/eye coordination with a racket and ball.	Gymnastics To work on sequences of actions and skills focussing on (speed/direction/level etc). Share his/her performance with others.	Dance To work towards building up sequences of actions and skills in different orders to improve performance (speed/direction/level etc). To work in conjunction with skills being taught in music. Share his/her performance with others.		Quick Cricket Catch a small ball. Throw a small ball overarm, using the correct technique. Play simple games involving attacking and defending.	Athletics Understand that different throwing styles can be used to throw items of differing size and weight. Jump for distance controlling the landing. Negotiating a course (Straight,Slalom) To use a range of equipment to develop hand/eye coordination
	Throughout our PE lessons we will talk about the effect of exercise on our bodies. We will also encourage independence skills as the children dress for PE.					

<p>RE</p> <p>AT1 Developing knowledge and understanding.</p>	<p>Creation</p> <p>Prayers Feasts and Saints</p> <p>To listen to and talk about religious stories and to respond with relevant comments.</p> <p>To sing songs, make music and dance to express religious stories.</p> <p>To use a variety of materials, tools and techniques, experimenting with colour,design,texture,form and function to express religious stories.</p>	<p>Sacraments Christmas</p> <p>Advent</p> <p>To represent their own ideas, thoughts and feelings about religious stories through D.T,Art,Music, Role Play and dance.</p> <p>To develop their own narratives and explanations of religious stories by connecting ideas or events.</p> <p>Share religious stories they have heard with others.</p>	<p>Feasts of Christmas - Epiphany</p> <p>Revelation</p> <p>To listen and talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</p>	<p>Judaism Lent Holy Week</p> <p>To listen t, talk about and role play similarities and differences in relation to places they have read or heard about family,church communities and scripture stories.</p>	<p>Easter</p> <p>Pentecost and Mission</p> <p>To listen to, talk about and role play how people behave in the local, national and global church community.</p> <p>To listen to and talk about key figures in the history of the people of God.</p>	<p>Pentecost and Mission Sikhism</p> <p>Hinduism</p> <p>To listen to and talk about religious signs and symbols used in worship.</p> <p>To use religious signs and symbols in role play.</p> <p>To read and understand simple sentences from scripture and from their own religious stories.</p> <p>To write simple sentences about religious stories using phrases which can be read by themselves or others.</p>
<p>AT2</p> <p>Engagement and Response</p> <p>(Learning From)</p>	<p>Ongoing work throughout the year on specialist vocabulary- To decode key religious words appropriate to their age and stage of development.</p> <p>To use key religious words appropriate to their age and stage of development.</p> <p>Ongoing work throughout the year on meaning and purpose-To answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</p> <p>Ongoing work on beliefs and values-To show sensitivity to others' needs and feelings.</p> <p>To talk about how they and others show feelings</p> <p>To confidently speak in a familiar group and talk about their ideas.</p> <p>To express themselves effectively</p> <p>To give attention to what others say and to respond appropriately</p> <p>To talk about their own and others behavior and its consequences</p> <p>To talk about past and present events in their own lives and in the lives of family members</p> <p>To know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>					

<p>PSED</p> <p>Making relationships</p> <p>Self Confidence and Self Awareness</p> <p>Managing Feelings</p>	<p>Circle Time Focus Making relationships Getting to know each other through name game activities</p> <p>Self Confidence and Self awareness Learning to be proud of our achievements. Celebrating gifts and talents.</p> <p>Managing Feelings Transition activities-games to become part of the reception class and to feel they belong.</p>	<p>Circle Time Focus Making relationships Sharing focus. Playing games that involve giving of ourselves.</p> <p>Self Confidence and Self awareness Sharing work that we are proud of and speaking about why we are happy with ourselves.</p> <p>Managing Feelings Learning about expressing feelings appropriately. Work on emotional literacy. Vocabulary linked to feelings.</p>	<p>Circle Time Focus Making relationships Finding good in others. Playing games where we pay random class members a compliment. Selecting lolly stick names</p> <p>Self Confidence and Self awareness Talking about our interests to see if we have links to others in the class. Making new friendships.</p> <p>Managing Feelings Learning about expressing feelings appropriately. Work on emotional literacy. Vocabulary linked to feelings. Continuation of work from Autumn 2.</p>	<p>Circle Time Focus Making relationships Doing good deeds for others. Links to Lent.</p> <p>Self Confidence and Self awareness Playing games with children in the class in a random way. Turn taking and sharing. Using good manners.</p> <p>Managing Feelings Continuation of work on expressing feelings appropriately. Work on emotional literacy. Vocabulary linked to feelings.</p>	<p>Circle Time Focus Making relationships Looking at scenarios as a class. Discussing ways of resolving conflicts.</p> <p>Self Confidence and Self awareness Playing games with children in the class in a random way. Turn taking and sharing. Using good manners.</p> <p>Managing Feelings Continuation of work on expressing feelings appropriately. Work on emotional literacy. Vocabulary linked to feelings.</p>	<p>Circle Time Focus Making relationships Continuation of looking at scenarios as a class. Discussing ways of resolving conflicts.</p> <p>Self Confidence and Self awareness Taking time to celebrate our achievements over the year. Reflecting on our progress and discussing how we are looking forward to our year 1 learning.</p> <p>Managing Feelings Continuation of work on expressing feelings appropriately. Work on emotional literacy. Vocabulary linked to feelings.</p>
	Thrive Activities identified by class screening and SEAL resources to supplement the work of Circle Time Activities as set out above.					
Computing	Through continuous provision and also during whole class activities, opportunities will be given for children to use programmable toys, age appropriate software and to select the technology needed for a purpose. The class will also cover the Online safety Materials which will be taught discretely.					