Reception Spring Term – Curriculum Overview 2019

These are the age related expectations for teaching and learning and when they will be formally assessed throughout the Reception year. All aspects of the curriculum are available for the children to explore and develop their understanding throughout the year in our continuous provision. For example, the concept of "time" will be formally assessed in the summer term, but the children will have opportunities to explore the concept of "time" throughout the year with clocks, stop watches and timers being available to them. We will also provide continuous references to "time" related knowledge or skills during their day.

SUBJECT	1st Half Term	2nd Half Term
Topic	Penguins and Polar Bears	People that Help Us
Communication and Language	**Understanding** • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. **Speaking** • Introduces a storyline or narrative into their play.	**Speaking** • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
Physical Development	**Moving and Handling** • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Health and Self Care** • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	**Moving and Handling** • Begins to form recognisable letters. **Health and Self Care** • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.
Personal, Social, Emotional Development	**Self Confidence and Self Awareness** • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. **Manages Feelings and Behaviours** • Aware of the boundaries set, and of behavioural expectations in the setting. **Making Relationships** • Initiates conversations, attends to and takes account of what others say.	**Managing Feelings and Behaviours** • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. **Making Relationships** • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.

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SUBJECT	1st Half Term	2nd Half Term
Literacy	**Reading** • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers • The children will be encouraged to read a wide variety of books, both during quiet reading time and their child initiated learning. They will read regularly with an adult and participate in a guided group read each week. **Writing** • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions.	**Reading** • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers • The children will be encouraged to read a wide variety of books, both during quiet reading time and their child initiated learning. They will read regularly with an adult and participate in a guided group read each week. **Writing** Attempts to write short sentences in meaningful contexts.
Mathematics	**Numbers** • Estimates how many objects they can see and checks by counting them. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. **Shapes, Space and Measure** • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models.	**Numbers** • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. **Shapes, Space and Measure** • Can describe their relative position such as 'behind' or 'next to'.
Understanding the World	**People and Communities** • Enjoys joining in with family customs and routines. **The World** • Looks closely at similarities, differences, patterns and change.	**People and Communities** • Enjoys joining in with family customs and routines. **The World** • Looks closely at similarities, differences, patterns and change.

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	Technology • Completes a simple program on a computer. • Interacts with age-appropriate computer software	**Technology** • Completes a simple program on a computer. • Interacts with age-appropriate computer software
Expressive Art and Design	**Exploring and Using Media and Materials** • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. **Being Imaginative** • Creates simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative • Chooses particular colours to use for a purpose.	**Exploring and Using Media and Materials** • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. **Being Imaginative** • Creates simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative • Chooses particular colours to use for a purpose.