

Reception Autumn Term – Curriculum Overview 2016

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	1 st Half Term	2 nd Half Term
Topic	Ourselves and Journeys	Stories and Celebrations
Communication and Language	<p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. 	<p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short span. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Understands humour, e.g. nonsense rhymes, jokes.
Physical Development	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Begins to form recognisable letters. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • 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	<p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Manages Feelings and Behaviours</u></p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. 	<p><u>Managing Feelings and Behaviours</u></p> <ul style="list-style-type: none"> • 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. <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • 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	1 st Half Term	2 nd Half Term
Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> • 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.
Mathematics	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Recognises some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. <p><u>Shapes, Space and Measure</u></p> <ul style="list-style-type: none"> • Orders and sequences familiar events. 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. <p><u>Shapes, Space and Measure</u></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape.
Understanding the World	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines, including activities in Black History Month <p><u>The World</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Interacts with age-appropriate computer software 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines, including Christmas, Diwali and Hanukah celebrations. <p><u>The World</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Interacts with age-appropriate computer software

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<p>Expressive Art and Design</p>	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • 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. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose.
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