

Curriculum Overview: Reception Class (Oak Class)

The Overarching Principles:

Unique Child: Every child is unique and constantly learning. They can be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong and positive relationships. This supports the children in becoming strong and independent individuals.

Enabling Environments: Children learn and develop well in enabling environments that safe and secure and with support from adults who respond to their individual interests and needs and help them build learning over time.

Learning and Development: Children learn and develop at different rates.



Characteristics of Effective Teaching and Learning:

Playing and exploring

“Children investigate and experience things, and ‘have a go’.”

Active Learning

“Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.”

Creating and thinking critically

“Children have and develop their own ideas, make links between ideas, and develop strategies for choosing things”

Reception Long Term Plan	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Themes will follow the children’s interests on a weekly basis

Key events	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stay and Plays World Values day Harvest festival	Bonfire Night Diwali Remembrance Day Anti - Bullying Children in Need Road Safety Hannukah Christmas	New Year’s The Lunar New Year Kindness Day	Pancake Day Easter Lent Holi St. Patricks Day	Queen’s Jubilee Maths/ Science Week	Sports Day Transitions to Year 1

PRIME AREA: Personal, Social and Emotional Development (PSED)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Building Relationships	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
See themselves as valued individuals. Getting to know children, their interests and their families. Learning school rules. Creating class rules. Learning class routines.	See themselves as valued individuals. Continue getting to know children, their interests and their families. Follow our school and class rules with some reminding. Knowing routines and beginning to use the class	Follow our school and class rules with some reminding. Build constructive and respectful relationships – children to spend time in friendship groups as well as other groupings. Beginning to express their feelings using descriptive language.	Follow our school and class rules with some reminding. Build constructive and respectful relationships – children to spend time in friendship groups as well as other groupings – seek to help one another. Able to express their feelings and emotions and	Following school and class rules Able to express their feelings and emotions and know strategies to manage their emotions. Being able to recognise the feelings of others and learning to respond.	Following school and class rules Able to express their feelings and emotions and know strategies to manage their emotions. Being able to recognise and respond to the feelings of others. Build constructive and respectful relationships	



	<p>Supporting children to build relationships – listening to each other and staff. Games that encourage co-operation and turn taking.</p> <p>Begin learning to follow instructions with high levels of support.</p> <p>Begin to identify and talk about their own feelings.</p> <p>Celebrating children’s achievements.</p> <p>Opportunities for children to talk about their learning.</p> <p>Dreams and goals.</p> <p>Support children to be resilient and persevere with lots of encouragement.</p> <p>Managing hygiene – hand washing, toileting.</p> <p>Exercise/Physical development</p>	<p>timetable to see what is happening next.</p> <p>Children continuing to build relationships – listening to each other and staff. Games that encourage co-operation and turn taking.</p> <p>Follow instructions with high levels of support</p> <p>Expressing their own feelings using words – The Colour Monster.</p> <p>Celebrating children’s achievements.</p> <p>Sharing work/learning: Plan, do, review.</p> <p>Support children to be resilient and persevere with lots of encouragement.</p> <p>Managing hygiene – hand washing, toileting.</p> <p>Being a good pedestrian/road safety</p>	<p>Celebrating children’s achievements.</p> <p>Sharing work: Plan, do, review.</p> <p>Set own goals.</p> <p>Children to be resilient and persevere and problem solve.</p> <p>Moderating/regulating own behaviour when cross/angry.</p> <p>Talk about how they and other’s show feelings.</p> <p>Toothbrushing</p>	<p>know strategies to manage their emotions.</p> <p>Celebrating children’s achievements.</p> <p>Sharing work: Plan, do, review.</p> <p>Children to be resilient and persevere and problem solve.</p> <p>Moderating/regulating own behaviour.</p> <p>Talking about how other’s show feelings and what they can do to help.</p> <p>Healthy eating</p>	<p>Acknowledging the feelings and perspectives of others – characters in stories.</p> <p>Build constructive and respectful relationships.</p> <p>Celebrating children’s achievements.</p> <p>Sharing work: Plan, do, review.</p> <p>Set own goals.</p> <p>Sleep</p>	<p>Celebrating children’s achievements.</p> <p>Sharing work: Plan, do, review.</p> <p>Set own goals.</p> <p>Acknowledging the feelings and perspectives of others – characters in stories</p> <p>Healthy eating.</p> <p>Screen time</p>
Shalford Values	September: Friendship October: Respect	November: Honesty December: Kindness	January: Responsibility February: Empathy	March: Tolerance April: Thoughtfulness	May: Courage June: Resilience	July: Achievement

Communication and Language (C&L):

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Learn how to listen carefully – responding to teacher’s signals (hand clapping etc.)</p> <p>Learn new vocabulary and begin to use it throughout the day – repeating after an adult.</p> <p>Use questions to find out more and check they understand – What? Why?</p> <p>Adults rephrasing what children have said in full sentences (their thoughts and ideas). Adults modelling.</p> <p>Talking to children about recent past events.</p> <p>Think out loud their ideas and what they are doing.</p> <p>Develop social phrases – hello, how are you, good morning.</p> <p>Engage in story times and story talk.</p> <p>Beginning to learn to re-tell stories.</p> <p>Listen to and learn Nursery rhymes</p> <p>Engage in non-fiction books.</p>	<p>Understand how to listen carefully.</p> <p>Learn new vocabulary and begin to use through the day.</p> <p>Use questions to find out more and check they understand – What? Why? Where?</p> <p>Begin to express their thoughts and ideas in full sentences with some support. (rephrasing, modelling, adding to children’s sentences).</p> <p>Begin teaching children to connect ideas and actions using connectives – “and” “because”</p> <p>Talking to children about recent past events.</p> <p>Think out loud their ideas, actions and organise their activity.</p> <p>Develop social phrases – hello, how are you, good morning.</p> <p>Engage in story times and story talk.</p> <p>Re-telling stories</p> <p>Listen to and learn Nursery rhymes, pay attention to how they sound.</p>	<p>Understand how to listen carefully and why it is important.</p> <p>Learn new vocabulary and use this vocabulary through the day.</p> <p>Use questions to find out more and check they understand – What? Why? Where? When?</p> <p>Articulate their thoughts and ideas in full sentences.</p> <p>Begin teaching children to connect ideas and actions using connectives – “first” “then”</p> <p>Describe events in some detail.</p> <p>Use talk to problem solve, think out loud, explain their actions and ideas.</p> <p>Develop social phrases – hello, how are you, good morning.</p> <p>Engage in story times and story talk.</p> <p>Re-telling stories</p> <p>Listen to and learn songs.</p> <p>Engage in non-fiction books and develop new vocabulary.</p>	<p>Learn new vocabulary and use this vocabulary through the day.</p> <p>Use questions to find out more and check they understand – What? Why? Where? When? How? Who?</p> <p>Articulate their thoughts and ideas in full sentences.</p> <p>Begin teaching children to connect ideas and actions using connectives. – “so” “also”</p> <p>Describe events in some detail.</p> <p>Use talk to problem solve, think out loud, explain their actions and ideas.</p> <p>Engage in story times and story talk.</p> <p>Re-telling stories</p> <p>Listen to and learn songs, pay attention to how they sound.</p> <p>Engage in non-fiction books and develop new vocabulary.</p>	<p>Learn new vocabulary and use this vocabulary through the day and in different contexts.</p> <p>Use questions to find out more and check they understand using a variety of different question starters.</p> <p>Articulate their thoughts and ideas in full sentences and using correct tenses.</p> <p>Children use various connectives to join thoughts, ideas and actions.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in story times and story talk.</p> <p>Re-telling stories</p> <p>Listen to and learn poems.</p> <p>Engage in non-fiction books and develop new vocabulary.</p>	<p>Learn new vocabulary and use this vocabulary through the day and in different contexts.</p> <p>Use questions to find out more and check they understand using a variety of different question starters.</p> <p>Articulate their thoughts and ideas in full sentences and using correct tenses.</p> <p>Children use various connectives to join thoughts, ideas and actions.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in story times and story talk.</p> <p>Re-telling stories</p> <p>Listen to and learn poems, pay attention to how they sound.</p> <p>Engage in non-fiction books and develop new vocabulary.</p>
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		Engage in non-fiction books.				
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Physical Development (PD):
 Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Gross motor skills <i>Developing overall body strength, co-ordination, balance and agility.</i></p> <p>Fine motor skills <i>Develop small motor skills so they can use a range of tools: pencils, paint brushes, scissors, cutlery with confidence.</i></p>	<p>Refining movement skills: crawling, walking, jumping, running. Exploring travelling in different ways.</p> <p>Progress towards a more fluent style of moving, with developing control and grace – running games where children negotiate space and moments of stillness.</p> <p>Sporting games and movement</p> <p>Learn good posture for sitting on the carpet and at a table</p> <p>Dough Disco</p> <p>Learning to use cutlery</p>	<p>Refining movement skills: crawling, walking, jumping, running. Learning different rolls (teddy bear, forward, egg, pencil, dish, on back).</p> <p>Progress towards a more fluent style of moving, with developing control and grace – running games where children negotiate space and moments of stillness.</p> <p>Sporting games</p> <p>Wood work</p> <p>Learn good posture for sitting on the carpet and at a table</p> <p>Handwriting</p> <p>Dough Disco</p> <p>Learning to use cutlery</p>	<p>Refining movement skills: crawling, walking, jumping, running, rolling. Learning to hop.</p> <p>Climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace – focus on balancing</p> <p>Gymnastics</p> <p>Wood work</p> <p>Begin to combine different movements.</p> <p>Handwriting</p> <p>Dough Disco</p> <p>Learning to use cutlery</p>	<p>Refining movement skills: crawling, walking, jumping, running, rolling. Learning to hop.</p> <p>Climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace – focus on balancing</p> <p>Dance</p> <p>Wood work</p> <p>Begin to combine different movements.</p> <p>Handwriting</p> <p>Dough Disco</p> <p>Learning to use cutlery</p>	<p>Refining movement skills: crawling, walking, jumping, running, rolling. Learning to skip</p> <p>Progress towards a more fluent style of moving, with developing control and grace – Setting physical challenges.</p> <p>Ball skills (throwing, catching, kicking, passing, batting and aiming)</p> <p>Wood work</p> <p>Combine different movements with ease and fluency.</p> <p>Handwriting</p> <p>Dough Disco</p>	<p>Refining movement skills: crawling, walking, jumping, running, rolling. Learning to skip.</p> <p>Progress towards a more fluent style of moving, with developing control and grace – Setting physical challenges.</p> <p>Ball skills (throwing, catching, kicking, passing, batting and aiming)</p> <p>Wood work</p> <p>Combine different movements with ease and fluency.</p> <p>Handwriting</p> <p>Dough Disco</p>
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Literacy (L):
 It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



<p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words (CV, VC)</p> <p>Making marks and drawing.</p> <p>Name writing</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words (CV, VC, CVC)</p> <p>Read a few common exception words</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment.</p> <p>Forming lower case letters</p> <p>Making marks and giving meaning to the marks they make</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words (CV, VC, CVC)</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p>Forming lower case letters</p> <p>Spell words by identifying sounds and then writing the sound with letters (VC, CV, CVC)</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words (CV, VC, CVC)</p> <p>Read some letter groups (digraphs) that represent one sound and say the sounds for them.</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p>Forming lower case and upper case letters.</p> <p>Spell words by identifying sounds and then writing the sound with letters (VC, CV, CVC)</p> <p>Forming lower case letters</p> <p>Spell words by identifying sounds and then writing the sound with letters (VC, CV, CVC) Beginning to write lists.</p>	<p>Read some letter groups (digraphs) that represent one sound and say the sounds for them.</p> <p>Reading common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p>Forming lower case and upper case letters.</p> <p>Spell words by identifying sounds and then writing the sound with letters (VC, CV, CVC)</p> <p>Begin to write sentences with words with known sound-letter correspondences using a capital letter and full stops.</p> <p>Re-reading what they have written to check it makes sense</p>	<p>Read some letter groups (digraphs) that represent one sound and say the sounds for them.</p> <p>Reading common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p>Forming lower case and upper case letters.</p> <p>Spell words by identifying sounds and then writing the sound with letters (VC, CV, CVC)</p> <p>Write sentences with words with known sound-letter correspondences using a capital letter and full stops.</p> <p>Re-reading what they have written to check it makes sense</p>
<p>Talk for writing text</p>	<p>Little Red Hen</p>	<p>Elmer</p>	<p>How to Catch a Star</p>	<p>Jack and the Beanstalk</p>	<p>Little Red Riding Hood</p>	<p>Mr Gumpy's Outing</p>

Mathematics (M):

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives,



including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number	White Rose: Just like me	White Rose It's 1,2,3 Light and Dark	White Rose Alive in 5! Growing 6,7,8	White Rose: Building 9 and 10 Consolidation	White Rose: To 20 and beyond First, then, now	White Rose: Find my pattern On the move
Numerical Patterns						

Understanding the World (UtW):
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and present	Talk about members of their immediate family (photos, events with families, stories about families)	Talk about past events they have had with their families.	Talk about members of the community.	Comment on images of familiar situations in the past (photos, artefacts).	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.
People, culture and communities	Explore the natural world around them (Oak outdoor area) Describe what they seem hear and feel whilst outside.	Name and describe people who are familiar to them (friends, other family members, people in school).	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them (Forest School) Describe what they seem hear and feel whilst outside.	Understand that some places are special to members of their community.
The Natural world <i>Understand the effect of changing seasons on the natural world around them (weather, seasons, daylight)</i>		Compare and contrast characters from stories, including figures from the past.	Draw information from a simple map (school, Oak classroom and outdoors, pirates etc)	Draw information from a simple map (local community)	Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them (Forest School) Describe what they seem hear and feel whilst outside.
		Explore the natural world around them (Front garden) Describe what they seem hear and feel whilst outside.			Recognise that some environments that are different from the one in which they live.	Recognise that some environments that are different from the one in which they live.

Religious Education (RE) <i>Recognise that people have different beliefs and celebrate special times in different ways (also see key events)</i>	Theme: Special People Key question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key question: What is Christmas? Religions: Christianity	Theme: Celebrations Key question: How do people celebrate? Religions: Hinduism	Theme: Easter Key question: What is Easter? Religions: Christianity	Theme: Story time Key question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key question: What makes places special? Religions: Christianity, Islam, Judaism.
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Expressive Art and Design (EAD)
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



<p>Creating with materials <i>Children will have access to a range of tools and materials.</i></p> <p>Being imaginative and expressive <i>Listen to, move to, and talk about music, expressing their feelings and responses.</i></p> <p><i>Watch an talk about dance and performance art, expressing feelings and responses.</i></p> <p><i>Sing in a group or on their own increasingly matching pitch and following the melody.</i></p> <p><i>Develop storylines in their pretend play.</i></p>	<p>Colour mixing</p> <p>Modelling planning before creating</p> <p>Teach techniques for joining and collaging</p> <p>Learning to use tape and glue (techniques for joining).</p> <p>Creating from observation.</p> <p>Artist study</p>	<p>Colour mixing</p> <p>Modelling planning before creating</p> <p>Teach techniques for joining and collaging</p> <p>Learning to use tape and glue (techniques for joining).</p> <p>Creating from observation.</p> <p>Artist study</p>	<p>Collaborative art projects (group and whole class)</p> <p>Beginning to independently plan before creating</p> <p>Teach paper sculpting techniques e.g. tabs, curls, cone, fringe, spiral , folding, loop, roll</p> <p>Creating from observation.</p> <p>Artist study</p>	<p>Collaborative art projects (group and whole class)</p> <p>Beginning to independently plan before creating</p> <p>Teach paper sculpting techniques e.g. tabs, curls, cone, fringe, spiral , folding, loop, roll, slotting and extrusions.</p> <p>Creating from observation.</p> <p>Artist study</p>	<p>Planning/designing before creating</p> <p>Creating from observation.</p> <p>Artist study</p>	<p>Planning/designing before creating</p> <p>Creating from observation.</p> <p>Artist study</p>
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