

Reception Curriculum 2023-2024

	Autumn One – 8Wks 05/09/23 – 27/10/23	Autumn Two – 7Wks 06/11/23 – 22/12/23	Spring One – 5Wks 09/01/24 – 09/02/24	Spring Two – 5Wks 19/02/24 – 22/03/24	Summer One – 7Wks 08/04/24 – 24/05/24	Summer Two – 7Wks 03/06/24 – 22/07/24
Important Dates	Baseline Assessment Harvest Festival 12/10	Bonfire Night 05/11 Remembrance Day 11/11 Children In Need 18/11 Romania’s National Day 01/12 St Nicholas Day 05-06/12	Pancake Day 13/02	World Book Day 07/03 Red Nose Day 17/03 Mother’s Day 10/03 Ramadan starts 11/03 St George’s Day 23/04 Easter 31/04/24	Ramadan Ends 08/04 & Eid al-Fitr 09/04 May Day 01/05	Father’s Day 18/06 Eid-al-Adha 16-17/06 Al-Hijra/Muharram starts 07/07
Potential Experiences	Local Area Walk – Autumn Church for Harvest Festival Visit to the Farm - Harvest	Beach Visit – Sand Visit to Fire Station Theatre Trip & Christmas Concert	Visit to see the Pancake Bell. Star Dome & Star Party	Beach Visit – Tram Visit to the Library	Visit to the Farm – Lambing Eid Party Caring for caterpillars – Releasing butterflies	Beach Visit Harbour Tour
Communication & Language Attention Skills Speaking Social Communication Understanding Processing & Retaining	Developing vocabulary linked to topic and experience, including Get Up, Stand Up vocabulary in Drawing Club and Tier 2 words from Talk for Stories.					
	Expectations for Listening in group and provision. Retelling simple stories. Engaging in back-and-forth conversation and showing awareness of the listener. Understanding of time concepts - today, tomorrow, before after. Following four-part instructions.		Listen and remain focused in a range of situations. Using language in a narrative and role play to express imagination. Recognising when someone has not understood them and clarifying. Following instructions with sequencing words (first, then, next) Recalling four facts or key elements of a story.		Interpreting contextual clues and inference in stories. Questioning outcomes and offering solutions to problem. Demonstrate empathy in their interactions - manners, non-verbal cues. Responding to how and why questions about experiences/stories/events. Listening to information then asking relevant questions.	
PSED/Wellbeing Managing Self Attachment, Confidence Self-Awareness Social Awareness Self-Regulation	Expectations for Behaviour & Learning Independence skills - Toileting, hand washing, dressing & undressing. Using a knife and fork confidently Healthy Choices – food, exercise, sleep, teeth Managing our own belongings and routines Using provision independently and purposefully Trying new activities					
Nurture Themes	We use our words to talk about how we feel	We believe in ourselves.	We all learn in our own way and in our own time	Our school is a safe place to be.	Our behaviour can show how we are feeling	We can cope with changes in our lives
	<i>How are my friends feeling today?</i> I belong to my Team. Recognising our emotions. Being a good friend - recognising feelings in others.	<i>Who am I?</i> Talking about our home and family, both past and future. Knowing how we are separate and how are we connected. Recognising our likes and dislikes.	<i>How have I grown/developed?</i> Recognising strengths in our ourselves and others. Reflect on ways in which they have grown/developed and what they have achieved.	<i>Is it safe or dangerous?</i> To identify what is ‘safe’ and ‘dangerous’. To know why we have certain things in school to keep us safe.	<i>How do I show how I am feeling?</i> To know how my body may show how I feel. Strategies for dealing with our emotions independently.	<i>What does Y1 look like?</i> To know what will change next year in Y1.
Physical Development Gross Motor	Locomotion – Walking	Locomotion - Jumping	Dance – Moving with control to music	Gymnastics - Balance and travel	Ball skills	Games for Understanding
	To stand in a line and sit in a circle, negotiating space and control movements.		To develop balance and control in a range of movements		To develop co-ordination and strength in a range of movements.	
	How to use scooters, sit on skateboards, trikes, and balance bikes. Co-operation games – parachute/Lycra Climbing and moving safely along outdoor equipment					
Fine Motor	Hold a pencil with an effective grip. Develop competency using scissors, small tools, paintbrushes etc.	To use a pencil effectively to form recognisable letters. To draw pictures linked to stories – Drawing Club etc.. To confidently use small tools, paintbrushes, glue stick etc.		To use a pencil to write with control and purpose. To draw with a range of recognisable features. To use scissors to cut with accuracy.		
Literacy Word Reading Comprehension	RWI – Set 1 Sounds Learning to blend and spell		RWI – Differentiated Groups			
	The 5 Key concepts of print. Know different types of texts. Join in with rhyme, songs, and poems. Complete a repeated refrain. Make simple inferences to about characters’ emotions	Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions.	Elements of a story. Making predictions about what will happen next.	Story sequencing Creating alternative Story elements.	Reading Instructions Creating instructions	Develop independent use and consolidate use of previous taught skills and concepts.
Key Texts: Fantastic Five	1.The Smile 2.Naughty Bus 3.Goldilocks 4.Oi Frog! 5.Mixed	1. The Three Little Pigs 2. My Beautiful Voice 3. Gingerbread Man 4. Oi Dog! 5. Perfect Fit	1. In Every House on Every Street 2. Six Dinner Sid 3. Mr Wolf’s Pancakes 4. Gruffalos Child 5. How to catch a star	1. The Troll 2. Princess & the Pea 3. Proudest Blue 4. Extraordinary Gardner 5. The Wonky Donkey	1. Dragon Post 2. My Granny went to market 3. Jack and the Beanstalk 4. Chapati Moon 5. *** Tell Me Something New	1. The Snail and the Whale 2. Three Billy Goats Gruff 3. Double Dave 4. Julian the mermaid 5. When I grow up
Writing	Meaningful Mark Making Letter formation The direction of writing on a page	Write simple or familiar words which are phonetically plausible.	Write labels and phrases which are phonetically plausible. Spacing between words	Write simple sentences using capital letters and full stops.	Focus on the fluency of writing	

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Mathematics Number/N. Pattern	White Rose Maths Scheme Getting to know you. Match pictures and objects Talk about Measure & Patterns It's Me 1 2 3		White Rose Maths Scheme Circles and Triangles 1 2 3 4 5 Shapes with 4 sides		White Rose Maths Scheme Alive in 5 Mass & capacity Growing 6,7,8		White Rose Maths Scheme Length, Height, and Time Building 9 & 10 Comparing 3D Shape		White Rose Maths Scheme To 20 & Beyond How many now? Manipulate, compose and decompose. Sharing & Grouping		White Rose Maths Scheme Visualise, build and map. Make connections. Consolidate						
Understanding the World Past & Present	Family history Days of the week, yesterday, tomorrow, today.		Guy Fawkes Remembrance Day Kings and Queens		Neil Armstrong and Moon landing		Transport – old and new		How I have changed since I was a baby.		Scarborough Castle & Harbour						
People Culture and Communities	All About Me & my family Where I live/Countries I have links to Places of Worship		Firefighters Christmas Traditions Diwali (Nov 12 th) London		Hogmanay – Scotland Chinese New Year Pancake Day Scarborough Traditions		Easter Ramadan		Eid Traditions Farming		Lighthouses and Fishing community						
The Natural World	Seasonal change - Autumn Farming and Food/Harvest Observe how materials change (melt, freeze, evaporate)		Hibernation/Migration UK Animals		Seasonal change - Winter Forces Space and space exploration Day and Night		Hot and cold countries Maps and the world Animals around the world.		Seasonal change - Spring Planting and growing Lifecycles Rainbows		Seasonal change - Summer Beaches Float/Sink Shadows						
Expressive Arts & Design Creating with Materials	DT – Design	DT - Food	DT - Design	DT - Food	DT - Design	DT - Food	DT - Design	DT - Food	DT - Design	DT - Food	DT - Design	DT - Food					
	How to use the creative and art areas in provision purposefully, with independence and care.	Techniques and processes for making bread	Know how to join materials with glue or tape.	Techniques for baking gingerbread.	Experiment with different types of joins – fold, split pin hole, punches, string, glue, tape and ribbon.	Techniques for making pancakes.	Creating my own design with some details, and begin to self-correct any mistakes	Techniques for making cakes.	Talking about the processes of making my design.	Techniques for making Celebration Food for Eid.	Review work, discuss areas for improvement, strengths, then make considered improvements.	Techniques for making ice cream.					
	Drawing - Create lines & shapes that reference a given shape/concept.		Drawing - Creating pictures of familiar objects.		Drawing – Draw from observation, imagination & experience.				Drawing - Encourage accurate drawings of People.		Drawing - Create more detailed pictures of people/objects to tell stories.						
	Painting		Collage		Printing		Painting		3d Form		Collage						
	Mixing primary colours to make secondary colours. Different types of brushes. Use of shapes in art, paint in the style of Kandinsky to create a collaborative piece of work.		Make a 2d collage in the style of Giuseppe Arcimboldo . Making 2d collages using different materials. Weaving skills - paper		Printing with veg and other natural objects.		Explore different paints. Explore different techniques. Paint in the style of Van Gough's Starry Night		Papier Mache skills Using natural materials to create 3d structures. Fold, crumple, tear, overlap and sort different materials.		Know how to make different shades of the same colour.		Use different techniques to make 3D models. Craig Knowles – sculptures of people Weaving using needle and thread. Look at current fashion designers.				
	3D Form			Digital Art			Digital Art			Printing			Digital Art			Printing	
Create ornaments for Christmas Tree or keepsakes using salt dough/clay.			To explore using apps to take different photos of themselves and the environment			Explore drawing and painting techniques on the iPad.			Rubbings.			To use apps to create a pic collage.			Repeating Colour and shape patterns		
Being Imaginative and Expressive	Using my voice for whispering, speaking, singing, and shouting. Copying and joining in with a simple beat on a percussion instrument. Taking part in pretend and small world play using objects to represent something else that may not be similar.		Sing part/ most of some familiar songs. Describe the sound in simple terms such as loud, quiet, fast, or slow. Enhance role play by adding my own resources and constructions.		Sing songs with changes to pitch, tempo, or dynamics. Experiment with different ways of playing instruments. Develop storylines and characters into my pretend play.		Joining in with choreographed dances. Creating sound effects to match a given theme/story Begin to develop complex storylines using my own experiences and known stories.		Performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Using my imagination to develop complex storylines.								

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Learn new songs, poems and rhymes.
Performing with my peers