

Reception Curriculum Overview

Literacy		Physical Development		Expressive Arts and Design	
<ul style="list-style-type: none"> Phase 2 phonics is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. Phase 3 phonics is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Phase 4 phonics is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. To write words in ways which match their spoken sounds. To write simple sentences that can be read by themselves and others. To write irregularly spelt words (tricky words). Writing lists, instructions, recounts, stories, poems. 		Topics :	Fundamental Skills, Dance	Topics:	Sculpture, Painting, Using Media and materials, Music
		Skills:	<ul style="list-style-type: none"> To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To move rhythmically to music and learn a country dance sequence. 	Skills:	<ul style="list-style-type: none"> To sing songs, make music, dance and experiment with ways of changing them. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. To represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Mathematics		Knowledge and Understanding of the World		Communication and Language	
<ul style="list-style-type: none"> To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. To solve problems, including doubling, halving and sharing. To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. To recognise, create and describe patterns. To explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		Topics :	Computing, The World Around Us, People and Communities	Topics:	Speaking, Listening, Understanding
		Skills:	<ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes. To know about similarities and differences in relation to places, objects, materials and living things. 	Skills:	<ul style="list-style-type: none"> To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To follow instructions involving several ideas or actions. Children express themselves effectively, showing awareness of listeners' needs.
Personal, Social and Emotional Development		Religious Education			
Topics:	Good To Be Me, Going for Goals, Relationships, Changes	Topics :	Christianity Enquiry, Christmas, Diwali, Bible Stories, Easter Topics:		
Skills:	<ul style="list-style-type: none"> To play co-operatively, taking turns with others. To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. To talk about how they and others show feelings. To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. 	Skills:	<ul style="list-style-type: none"> To investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding. To think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways. To investigate, reflect on and evaluate important question of meaning. To communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media. 		

