

# Reception Curriculum Overview

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