

Kirkby Stephen Primary School Reception Curriculum



Enthuse. Explore. Enrich.

Reception

Yearly Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about me</p> <p>We will spend lots of time this term getting to know each other and our School. We will enjoy listening to each other, sharing stories about ourselves, our families and starting school.</p> <p>We will have fun exploring and becoming familiar with the indoor and outdoor classroom provision.</p> <p>We will talk about our bodies and discuss how they have changed since we were babies.</p>	<p>Light and Dark</p> <p>We will spend lots of time exploring light and dark. Through an observation of the season changes, we will discuss the importance of staying safe and how to stay safe in the dark. We will talk about light sources and conduct experiments to explore the world around us. We will have lots of fun in the build up to Christmas; making crafts, singing songs and learning the Christmas Story through our very first School Nativity.</p>	<p>Toys</p> <p>We will have fun sharing toys; old and new. We will look at toys from the past and discuss how they are different to the toys we have today. We will work hard creating artwork based around our favorite toys and explore their materials.</p>	<p>Once Upon a Time</p> <p>We will read and listen to a range of traditional tales – some that will be familiar to us and others that are new to us.</p> <p>We will act out stories and spend time exploring how different characters speak.</p> <p>We will enjoy role play in our castle dressed as our favourite characters.</p>	<p>Discovering Dinosaurs</p> <p>For this topic, it is important we are in role as Scientists! We will explore dinosaurs by looking at different sources: non – fiction texts, fossils and bones and researching them on the internet. We will watch learning clips and listen to fiction and non fiction texts. We will spend time researching and talking about how we know about Dinosaur’s today, researching the important figure; Mary Anning. We will all contribute to our Dinosaur swamp role play area.</p>	<p>Out and About</p> <p>Our final term in Reception will be spent discovering our local area, Kirkby Stephen. We will talk about where we live and it’s features. We will enjoy creating an ice cream shop role play area. We will discuss the seasons and observe changes in nature.</p>

Reception

Phonics scheme of Learning, Yearly Overview (Time for Phonics)



	All About Me	Light and Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out and About
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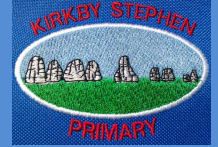
Autumn 1	Phase 1, weeks 21-25. Phase 2, weeks 1-3.	<ul style="list-style-type: none"> Revisit and review phase 1 with a focus on aspect 7 GPCs: s, a, t, p, i, n, m, d, g, o, c, k Assessment and intervention support for children falling behind 	<ul style="list-style-type: none"> Tricky word: to High frequency words: a, an, as, at, in, is, it, on, can, dad, and, not, got
Autumn 2	Phase 2, weeks 4-6. (Week 6 can be repeated if needed.)	<ul style="list-style-type: none"> GPCs: ck, e, u, r, h, b, f, ff, l, ll, ss Revision of all phase 2 graphemes Assessment and intervention support for children falling behind 	<ul style="list-style-type: none"> Tricky words: to, go, the, no, I High frequency words: if, of, off, had, back, get, big, him, his, up, mum, but, put
Spring 1	Phase 3, weeks 1-5. Repeat lessons as needed.	<ul style="list-style-type: none"> GPCs: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow Assessment and intervention support for children falling behind 	<ul style="list-style-type: none"> Tricky words: my, you, her High frequency words: will, that, this, then, them, with, see, for, now, down, look, too
Spring 2	Phase 3, weeks 6-8. (Week 8 to be repeated as needed.)	<ul style="list-style-type: none"> GPCs: oi, ear, air, ure, er Revision and consolidation of phase 3 graphemes 	<ul style="list-style-type: none"> Tricky words: he, she, we, me, be, was, they, all, are
Summer 1	Phase 3, weeks 9-10. (Weeks 9 and 10 to be repeated as needed.)	<ul style="list-style-type: none"> Words containing a combination of phase 3 graphemes Revision and consolidation of all phase 3 graphemes Assessment and intervention support for children falling behind 	<ul style="list-style-type: none"> Tricky words: my, you, her, she, we, me, be, was, they, all, are
Summer 2	(If needed, repeat phase 2, week 6 and phase 3, weeks 9 and 10.) Phase 4, weeks 1-4. Repeat lessons as needed.	<ul style="list-style-type: none"> Revision of phase 2 and 3 graphemes Phase 4: <ul style="list-style-type: none"> Reading and spelling CVCC words Reading and spelling CCVC words Reading sentences Writing short sentences with tricky words Reading adjacent consonants Reading polysyllabic words Assessment and intervention support for children falling behind 	<ul style="list-style-type: none"> Tricky words: your, said, so, have, like, some, come, out, were, there, little, one, do, when, what High frequency words: went, it's, from, children, just, help

Reception Reading Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Reading	<ul style="list-style-type: none">– Read individual letters by saying the sounds for them.– Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.– Read some letter groups that each represent one sound and say sounds for them.– Read a few common exception words matched to the school’s phonic programme.– Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.					
Reading ELG	<ul style="list-style-type: none">– Say a sound for each letter in the alphabet and at least 10 digraphs.– Read words consistent with their phonic knowledge by sound-blending.– Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					

Reception Writing Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Writing	<ul style="list-style-type: none">– Form lower-case and capital letters correctly.– Spell words by identifying the sounds and then writing the sound with letter/s.– Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.– Re-read what they have written to check that it makes sense.					
Writing ELG	<ul style="list-style-type: none">– Write recognisable letters, most of which are correctly formed.– Spell words by identifying sounds in them and representing the sounds with a letter or letters.– Write simple phrases and sentences that can be read by others.					

Reception

Maths Scheme of Learning, Yearly Overview



	All About Me	Light and Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out and About
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL <i>Free trial</i> VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

Reception Number Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Number	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 					
Number ELG	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 					

Reception

Numerical Patterns Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Numerical Patterns	<ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity. 					
Numerical Patterns ELG	<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					

Reception Communication and Language Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Listening, Attention and Understanding	<ul style="list-style-type: none"> – Understand how to listen carefully and why listening is important. – Learn new vocabulary. – Use new vocabulary through the day. – Engage in story times. – Listen to and talk about stories to build familiarity and understanding. – Listen carefully to rhymes and songs, paying attention to how they sound. – Learn rhymes, poems and songs. – Engage in non-fiction books. – Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					
Listening, Attention and Understanding ELG	<ul style="list-style-type: none"> – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. – Make comments about what they have heard and ask questions to clarify their understanding. – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 					

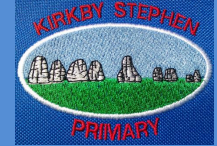
Reception

Communication and Language Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Speaking	<ul style="list-style-type: none"> – Ask questions to find out more and to check they understand what has been said to them. – Articulate their ideas and thoughts in well-formed sentences. – Connect one idea or action to another using a range of connectives. – Describe events in some detail. – Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. – Develop social phrases. – Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. – Use new vocabulary in different contexts. 					
Speaking ELG	<ul style="list-style-type: none"> – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; – Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					

Reception Physical Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Gross Motor Skills	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian - Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene. 					

Reception Physical Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Gross Motor Skills ELG	<ul style="list-style-type: none">– Negotiate space and obstacles safely, with consideration for themselves and others.– Demonstrate strength, balance and coordination when playing.– Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					

Reception Physical Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Fine Motor Skills	– Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Fine Motor Skills ELG	– Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. – Use a range of small tools, including scissors, paint brushes and cutlery; – Begin to show accuracy and care when drawing.					

Reception

Personal, Social and Emotional Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Self Regulation	<ul style="list-style-type: none">– Express their feelings and consider the feelings of others.– Identify and moderate their own feelings socially and emotionally.– Manage their own needs.					
Self Regulation ELG	<ul style="list-style-type: none">– Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.– Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.– Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					

Reception

Personal, Social and Emotional Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Managing Self	– Show themselves as a valuable individual. – Show resilience and perseverance in the face of challenge.					
Managing Self ELG	– Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. – Explain the reasons for rules, know right from wrong and try to behave accordingly. – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					

Reception

Personal, Social and Emotional Development Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Building Relationships	– Build constructive and respectful relationships. – Think about the perspective of others.					
Building Relationships ELG	– Work and play cooperatively and take turns with others. – Form positive attachments to adults and friendships with peers. – Show sensitivity to their own and to others' needs.					

Understanding The World in Reception...



All About Me	Light And Dark	Toys	Once Upon a Time...	Discovering Dinosaurs	Out And About
<p>People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p> <p>The Natural World Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Past and Present Talk about the lives of the people around them and their roles in society.</p>	<p>The Natural World Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People, Culture and Communities Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>The Natural World Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Past and Present Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>The Natural World Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>The Natural World Recognise some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>The Natural World Explore the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People, Culture and Communities Draw information from a single map. Recognise some similarities and differences between life in this country and life in other countries. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p>

Expressive Arts and Design in Reception...



All About Me	Light And Dark	Toys	Once Upon a Time...	Discovering Dinosaurs	Out And About
<p>Creating With Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Creating With Materials Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Creating With Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Creating With Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Creating With Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Creating With Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

Being Imaginative and Expressive in Reception...



All About Me	Light And Dark	Toys	Once Upon a Time...	Discovering Dinosaurs	Out And About
<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.</p>	<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Being Imaginative And Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Religious Education in Reception...



All About Me	Light and Dark	Toys	Once Upon a Time...	Discovering Dinosaurs	Out and About
<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>

Reception

Our Nine Standards Challenge

Can you complete the Reception Nine Standards Challenge before you move to Year 1?



At the end of Reception the children will...

Cut up their food independently

Written a card for someone

Read a story to a teddy or pet

Visited the park

Created a toy shop at home

Found 10 different sized pebbles

Brushed their teeth independently

Zipped up their coat independently

Drawn a picture for someone in the community

CERTIFICATE OF ACHIEVEMENT



CONGRATULATIONS

You have completed the Reception Nine Standards Challenge!

Signed _____ Date _____