



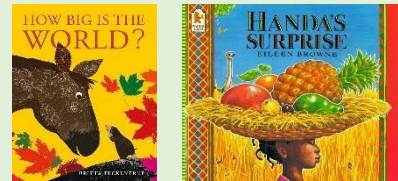


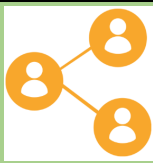


Reception Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Term 1 – Marvellous Me	Term 2 – Into the forest	Term 3 – Curious Creatures	Term 4 – Moving on up	Term 5 – The world around me	Term 6 – Long, long, ago
<b>Core books</b>						
<b>Other Possible Themes</b>	Our families Our school Pets People Who Help Us Halloween	Diwali Remembrance Day Children in need Bonfire Night Christmas	Chinese New Year	Pancake Day Easter	Looking after the ocean Africa Bristol and London	Holidays Super heroes
<b>Enrichment Activities</b>	Receive a visit from the emergency services Visit from a vet Write and post a thank you letter	Make a bonfire Perform in a nativity show Christmas Jumper/Dinner Day Elf cam Visit from Father Christmas	Make and flip pancakes Visit a local café Pants fashion show performance to parents Animal encounters	Forest school Tadpoles Growing a beanstalk World Book Day Photography	Explore the natural world by visiting the local woods Tasting different fruits Making worry dolls Recycling – using litter pickers	Take a trip to the seaside Making a time capsule Old and new Supertato and the evil pea
<b>Bucket time – listening and attention</b> 		<i>Begin small group buckets (separate planning document)</i>	<i>Begin class bucket BUCKET AND STAGE 2</i> 1. Tiger bucket toys and Feed the Tiger head 2. Giant dinosaurs in giant boxes 3. Giant 2D shape animals 4. 5 currant buns, along came a dinosaur (foam splat)	<i>INTRODUCE STAGE 3</i> 1. Bucket with egg laying hens of different sizes / Washing line words that rhyme. 2. Beanstalk bucket / flower pot beanstalk foam / wake the giant 3. Goose golden eggs / toilet roll beanstalk and axe / washing line story bags 4. Estimate hankies in bucket / shark attack / sleeping flumflums 5. Easter theme bucket / Rabbit jump (film canisters)	1. Paper doll teachers 2. Elephant hand print / Fruit splat (science goggles and mallet) 3. Handa's walk (basket and taped line) 4. Jellyfish in a bottle / plastic bag jump 5. Naughty bus dinner plate / Bus drop (from height into beans, mud (choc custard) etc	1. Ice Cream drop (foam) / crab fishing. 2. Rainbow rain / Hands and Feet game 3. Magic rainbow bottles / Bottle empty from height. 4. Peepo people (which adult is it) / Peekaboo (large box and hats) 5. Magic potion / Spaghetti eat (wool and childrens faces) 6. Colour mix (primary and secondary vocab) / bottle ribbons 7. 7. Final session outdoors with lots of water.
<b>Communication and Language</b>  Communication and Language is developed throughout the year through high quality interactions, focus children, circle times, stories, singing, speech and language interventions, storytelling and Tapestry Time.	<b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.  <b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.	<b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.  <b>Speaking</b> Children will use new vocabulary throughout the day.	<b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.  <b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.	<b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.  <b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.	<b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.  <b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	<b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.  <b>Speaking</b> Children will use talk in sentences using a range of tenses.
<p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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.</p>						
<b>Personal, Social and Emotional Development</b>	<b>Jigsaw - Being me in my world</b>  <b>Self-Regulation</b> Children will be able to follow one step instructions. Children will recognise different emotions.	<b>Jigsaw - Celebrating differences</b>  <b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.	<b>Jigsaw - Dreams and goals</b>  <b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.	<b>Jigsaw - Healthy Me</b>  <b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.	<b>Jigsaw - Relationships</b>  <b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.	<b>Jigsaw - Changing me</b>  <b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.



Children develop their personal, social and emotional skills throughout the year through weekly Jigsaw sessions, circle times, social stories, sensory break support, diversity stories, Tapestry Time etc.

Children will focus during short whole class activities.

**Managing Self**  
Children will learn to wash their hands independently.

**Building Relationships**  
Children will seek support from adults and gain confidence to speak to peers and adults.

**Self-Regulation:** 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.

**Managing Self:** 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.

**Building Relationships:** 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.

**Managing Self**  
Children will understand the need to have rules.

**Building Relationships**  
Children will begin to develop friendships.

**Managing Self**  
Children will begin to show resilience and perseverance in the face of a challenge.

**Building Relationships**  
Children will be able to use taught strategies to support in turn taking.

**Managing Self**  
Children will develop independence when dressing and undressing.

**Building Relationships**  
Children will listen to the ideas of other children and agree on a solution and compromise.

**Managing Self**  
Children will manage their own basic needs independently. Children will learn to dress themselves independently.

**Building Relationships**  
Children will learn to work as a group.

**Managing Self**  
Children will show a 'can do' attitude. Children will understand the importance of healthy food choices.

**Building Relationships**  
Children will have the confidence to communicate with adults around the school.



Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing,

**Gross Motor**  
Children will learn to move safely in a space.

**PE;** Movement and space.

**Fine Motor**  
Children will begin to use a tripod grip when using mark making tools.

**Gross Motor:** 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.

**Fine Motor:** 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.

**Gross Motor**  
Children will explore different ways to travel using equipment.

**PE;** Gym.

**Fine Motor**  
Children will accurately draw lines, circles and shapes to draw pictures.

**Gross Motor**  
Children will jump and land safely from a height.

**PE;** Apparatus.

**Fine Motor**  
Children will handle scissors, pencil and glue effectively.

**Gross Motor**  
Children will be able to control a ball in different ways.

**PE;** Ball skills

**Fine Motor**  
Children will use cutlery appropriately.

**Gross Motor**  
Children will move safely with confidence and imagination, communicating ideas through movement.

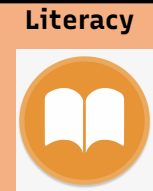
**PE;** ABC fitness

**Fine Motor**  
Children will hold scissors correctly and cut out small shapes.

**Gross Motor**  
Children will be able to play by the rules and develop coordination.

**PE;** Games

**Fine Motor**  
Children will form letters correctly using a tripod grip.



Children learn phonics using the Unlocking Letters and Sounds programme. Reading will be taught daily through phonics lessons and children will take part in a guided reading group once a week. Writing is taught through daily phonics lessons and during our morning writing activities throughout the year. Core texts are used to help foster a love of reading and daily read aloud time is built in.

**Comprehension**  
Children will independently look at a book, hold it the correct way and turn pages.

**Word Reading**  
Phase 2 sounds. Children will segment and blend sounds together to read words.

**Writing**  
Children will practice writing their name daily. Children will give meanings to the marks they make.

**Comprehension**  
Children will engage and enjoy an increasing range of books. Children will retell the story of 'Little Red Riding Hood.'

**Word Reading**  
Phase 2/3 sounds. Children will begin to read captions and sentences. Children will read books matched to their phonics ability.

**Writing**  
Daily Super sentence writing. The children will choose and copy a phase 2 sentence onto a whiteboard each day concentrating on forming letters correctly and leaving spaces between words.

**Comprehension**  
Children will act out stories using recently introduced vocabulary.

**Word Reading**  
Phase 3. Children will recognise taught digraphs in words and blend the sounds together. Children will read books matched to their phonics ability.

**Writing**  
Daily Super sentence writing. The children will attempt to write a phase 2 dictated sentence. Every Monday they can copy the sentence and for the rest of the week it is dictated. One group a day will do this into a book.

Weekly writing challenge.

**Comprehension**  
Children will be able to talk about the characters in the books they are reading. Children will retell the story of 'The Little Red Hen.'

**Word Reading**  
Phase 3 mastery. Children will read sentences containing common exception words and digraphs. Children will read books matched to their phonics ability.

**Writing**  
Daily Super sentence writing. The children will attempt to write a phase 3 dictated sentence. Every Monday they can copy the sentence and for the rest of the week it is dictated. One group a day will do this into a book.

Weekly writing challenge.

**Comprehension**  
Children will retell a story using vocabulary influenced by their book.

**Word Reading**  
Phase 4. Children will read longer sentences containing phase 4 words and common exception words. Children will read books matched to their phonics ability.

**Writing**  
Daily Super sentence writing. The children will attempt to write a phase 4 dictated sentence. Every Monday they can copy the sentence and for the rest of the week it is dictated. One group a day will do this into a book.

Weekly writing challenge.

**Comprehension**  
Children will be able to answer questions about what they have read.

**Word Reading**  
Phase 4 mastery. Children will read longer sentences containing phase 4 words and common exception words. Children will read books matched to their phonics ability.

**Writing**  
Daily Super sentence writing. The children will attempt to write a sentence independently about the picture. One group a day will do this into a book.

Weekly writing challenge.

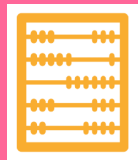
**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** 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.

**Writing:** 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.

**Mathematics**

Discrete maths sessions are taught daily and follow the CEEAAC model. Numbers and composition are taught daily through our daily routine as well as odd and even numbers.



Identify and matching items. Describing shape and size of items. Collecting and sorting. Compare more and fewer. Compare longer and shorter. Capacity. Patterns.

**Numbers 1-3**  
Composition  
Subitising  
Sorting  
Matching amounts to numerals one more/one less  
Introduction of numicon and fives frame.  
Shape.  
Positional language.

**Numbers 4-8**  
Composition  
Subitising  
Use of numicon and five/ten frame.  
Matching amounts to numerals One more/one less  
Equal and unequal groups.  
Combining two groups.  
Pairs.  
Balance scales, capacity, measure and sequence.

**Numbers 9-10 and consolidation of numbers 1-10**  
Composition  
Subitising  
Use of numicon and five/ten frame.  
Matching amounts to numerals One more/one less  
Equal and unequal groups.  
Combining two groups.  
Counting backwards.  
3D shapes, pattern and measurement.

**Numbers to 20**  
Number patterns  
Estimating  
Ten frame subtraction  
Ordering  
Taking away  
Counting on  
Adding more  
Tangrams  
Pattern blocks  
Making new shapes

Doubles  
Problem solving  
Sharing/grouping  
Odd and even  
Composition of numbers  
Patterns  
Comparing

**Number:** Have a deep understanding of numbers 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.

**Numerical Patterns:** 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.

**Understanding the World**



**History: Past and Present**  
Children will talk about the lives of people around them.

**History: Past and Present**  
Children will know some similarities and differences between things in the past and now.

**History: Past and Present**  
Children will know about the past through settings, characters.

**History: Past and Present**  
Children will know about their own life story and how they have changed.

**History: Past and Present**  
Children will know some similarities and differences between things in the past and now.

**History: Past and Present**  
Children will know about the past through settings, characters and events.

**Geography: People, Culture and Communities**  
Children will know about features of the immediate environment. Children will know about people who help us within the community.

**Geography: People, Culture and Communities**  
Children will know about features of the immediate environment.

**Geography: People, Culture and Communities**  
Children will know that people around the world have different religions.

**Geography: People, Culture and Communities**  
Children will know about features of the local environment.

**Geography: People, Culture and Communities**  
Children will know that there are many countries around the world. Children will know that people in other countries may speak different languages.

**Geography: People, Culture and Communities**  
Children will know that simple symbols are used to identify features on a map.

**Science: The Natural World**  
Children will understand the terms 'same' and 'different'.

**Science: The Natural World**  
Children will explore and ask questions about the natural world around them.

**Science: The Natural World**  
Children will make observations about animals discussing similarities and differences.

**Science: The Natural World**  
Children will make observations about plants discussing similarities and differences.

**Science: The Natural World**  
Children will talk about features of the environment they are in and learn about the different environments.

**Science: The Natural World**  
Children will know some important processes and changes in the natural world, including states of matter.

**RE: People, Culture and Communities**  
Christianity, Judaism  
Enquiry question; What makes people special?

**RE: People, Culture and Communities**  
Christianity  
Enquiry question; What is Christmas?

**RE: People, Culture and Communities**  
Islam/Judaism  
Enquiry question; How do people celebrate?

**RE: People, Culture and Communities**  
Christianity  
Enquiry question; What is Easter?  
  
Children will know how Easter Day is different from Good Friday.

**RE: People, Culture and Communities**  
Christianity, Islam, Hinduism, Sikhism  
Enquiry question; What can we learn from stories?

**RE: People, Culture and Communities**  
Christianity, Islam, Judaism.  
Enquiry question; What makes places special?

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



**Music: Being Imaginative**  
*Reception;*  
 Pitch - Nursery Rhymes  
 Mirror high and low sounds with their voice.  
 Accompany with a pitched instrument. Explore graphical notation.

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 Pitch - Nursery Rhymes  
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**Music: Being Imaginative**  
*Reception;*  
 Calypso (Caribbean) - Mini beasts  
 Performance  
 Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.

**Music: Being Imaginative**  
*Reception;*  
 Calypso (Caribbean) - Mini beasts  
 Performance  
 Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.

**Music: Being Imaginative**  
*Reception;*  
 Handa's Surprise (Africa)  
 Rhythms  
 Recognise different rhythms. Play a rhythm as a group. Maintain the pulse with support.

**Music: Being Imaginative**  
*Reception;*  
 Handa's Surprise (Africa)  
 Rhythms  
 Recognise different rhythms. Play a rhythm as a group. Maintain the pulse with support.

**Art & Design: Creating with Materials**  
 Colour mixing  
 Sir Frank Bowling

**Art & Design: Creating with Materials**  
 Transient/land art  
 Andy Goldsworthy

**Art & Design: Creating with Materials**  
 Tigers  
 Rousseau

**Art & Design: Creating with Materials**  
 Photography  
 Slinkachu

**Art & Design: Creating with Materials**  
 Cut out people/life size figures.  
 Lubaina Himid

**Art & Design: Creating with Materials**  
 Look at illustrations in books.  
 What did illustrations look like in the past?

**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative:** 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.