

Marcham C of E Primary School Reception Curriculum.

Overview

COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry.

Our Reception Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our children to be confident speakers; be able to read, write and understand mathematical concepts thus ensuring they are ready for the National curriculum in Year One. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum which includes the early identification of concerns in this area.

Our curriculum is mapped out over a year with a separate progression of skills document which builds on children's knowledge, skills and understanding term on term. Our curriculum uses a combination of 'in the moment' planning based on child's interests', knowledge-rich themes and enrichment opportunities. The emphasis being on progress by knowing and remembering more. The curriculum is as rich outdoors as it is indoors, ensuring that children have a wide range of indoor and outdoor experiences no matter the weather, utilising a large outdoor area to explore and learn in. The curriculum is underpinned using fiction and non-fiction texts. When teaching phonics, we use the **Rocket Phonics** scheme of learning, which broadly follows the letters and sounds.

Children at Marcham Primary are active participants in their learning, and teaching is adapted, to take into account children's prior knowledge, skills, understanding and interests. Class teachers ensure all children make progress through identifying gaps in an individual's learning and putting next steps in place to close these. Parents are actively involved in their children's learning through regular parent's meetings, reading afternoons and Tapestry observations of their child's learning.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

School Values

Friendship
We work together in a way that benefits everyone. We aim to create a sense of belonging

Respect
Treating people in a way that makes them feel that they are valuable, cared for and worthwhile.

Compassion
We show concern through kind words, thoughts and actions.

Responsibility
Taking care of the things around us that need to be done..

Perseverance
The importance of our continued effort in doing something - despite it being difficult or taking time to achieve.

Courage
Being brave when you are scared or anxious. It's about support, faith and hope.

Theme

"This is me"

"Lets Celebrate"

"Animals"

"What do we eat"

"Inspiring People"

"Our oceans"

This is something which may be changed as the children's interests and needs develop over the year. The children will also be exposed to mini topics linked to interests.

Main Events / Mini topics

(Events will change throughout the year as they are adapted to the interests of the children and the current affairs)

/Welcoming new children
Settling in
Baseline assessments
Autumn
Harvest
Autumn walk (Done in wild patch- wild patch- not enough adults for walk this year. Make observations of wild patch to compare throughout the year) **Global dimension as year goes on**
Making bread- **experience**

Firework night
Guy Fawkes
Diwali
Hanukkah
Christingle
Christmas jumper day
Winter
Remembrance Day
Children in Need

Christmas cake baking

Winter Walk **experience**
Chinese New Year
Valentine's Day
Class pet arrival (toy)
Egg hatching- **experience**
Animlas around the world- **Global dimentions, social context, critical thinking**

Spring walk **experience**
Mother's Day
Easter
Growing beanstalks
Where does our food come from?

Cooking day

Summer Walk **experience**
Maypole
Firefighter / police / ambulance visit –**experience**

Sports Day
Performance to parents- **experience**
Year 1 skills
Join morning playtimes in Year 1

Prime areas of learning

Communication, Language and Literacy:

Listening and attention:
Understands how to listen
Follows a one-step instruction
Engage in stories

Communication, Language and Literacy:

Listening and attention:
Understands that listening is import- active listening
Follows a two-step instruction

Communication, Language and Literacy:

Listening and attention:
Listens carefully
Understands questions
Such as who; why; when; where and how

Communication, Language and Literacy:

Listening and attention:
Understands questions such as who; why; when; where and how.

Communication, Language and Literacy:

Listening and attention:
Make comments about what they have heard and ask questions to find out more.

Communication, Language and Literacy:

Listening and attention:
Listen attentively and respond with relevant questions, comments and actions.

	Speaking: Start a conversation Builds vocabulary based in their experiences Develop social phases	Engage in non-fiction books Speaking: Describe events that have happened to them Builds vocabulary which reflects their experiences.	Demonstrates two channelled attention Speaking: Questions why things happen and gives explanations. Asks who, why and when Builds vocabulary which reflects their experiences. Begins to use more complex sentences to link thoughts.	Understands a range sentence structures including negatives, plurals and tense markers Speaking: Questions why things happen and gives explanations. Asks e.g. who, who; why; when; where and how Builds up vocabulary that reflects the breadth of their experiences.	Hold conversations when engaged in back and forth exchanges. Speaking: Participate in small group and class discussions offering your own ideas. Make use of recently introduced vocabulary. Express ideas and feelings about their experiences in full sentences. CLL: retell stories / articulate ideas in sentences	Ask questions to check understanding. Ask question and comment upon what has been read. Speaking: CLL: hold a back and forth conversation and explain why things happen Builds up vocabulary that reflects the breadth of their experiences.
	Physical Development: Gross motor: Begin to strengthen our bodies and show awareness of balance and co-ordinations skills. Fine motor: Holds a pencil Use simple tools to effect change on a material Manipulate playdoh	Physical Development: Gross motor: Moves with confidence and skills, negotiating space. Develop a range of ball skills, kicking and throwing. Fine motor: Begins to use anticlockwise movements Begins to form recognisable letters Manipulate playdoh / salt dough	Physical Development: Gross motor: Balance and move with a good level of co-ordination. Move in a range of ways- slithering, shuffling, rolling, crawling, walking, running. Fine motor: Handles tools, objects construction and malleable materials with increasing control. Develop a handwriting style Manipulate salt dough	Physical Development: Gross motor: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Balance and co-ordination Fine motor: Handles tools, objects construction and malleable materials with increasing control and intention. Develop a handwriting style forming increasingly recognisable letters. Manipulate plasticine	Physical Development: Gross motor: use small and large apparatus safely and with skill. Shows control over ball skills throwing catching, kicking passing, pushing, patting and aiming. Fine motor: healthy teeth and brushing teeth Manipulate plasticine	Physical Development: Gross motor: With control and co-ordination move energetically- hopping, skipping and running. Develop precision and accuracy with ball skills. Fine motor: Hold a pencil using a tripod grip in almost all cases have accuracy, confidence and competence in using a range of small tools. Manipulate clay
	Personal, Social and Emotional Development Building Relationships: Knows peers' names Form new relationships Managing Self: Begin to manage toileting Self Regulation: Knows class rules	Personal, Social and Emotional Development Building relationships: Seeks help from a familiar adult to resolve conflict with peers. Shows acceptance of the difference between a range of cultures. Managing Self:	Personal, Social and Emotional Development Building relationships: Is increasingly flexible and cooperative as they are more able to understand other people's wants Is proactive in seeking adult support and able to articulate their wants and needs	Personal, Social and Emotional Development Building relationships: Will take steps to resolve conflicts with other children by negotiating and finding a compromise. Managing Self: Understands how to keep safe when using equipment.	Personal, Social and Emotional Development Building relationships: Have sensitivity to their own and other's needs and will negotiate and problem solve Will take steps to resolve conflicts with other children by negotiating and finding a compromise. Managing Self:	Personal, Social and Emotional Development Building relationships: Have sensitivity to their own and other's needs and will negotiate and problem solve Managing Self: Know right from wrong and behave accordingly

	An awareness of impact of behaviours/actions on others	Manages toileting independently Change for PE with some assistance for buttons Self Regulation: Does not always need an adult to remind them of the rules. Begin to regulate behaviour	Managing Self: Change for PE with no adult assistance. Express their feelings and consider the feelings of others. Self Regulation: Can follow the class rules. Think about others and wait their turn.	Self Regulation: Express their feelings and consider others' feelings	Know and talk about the benefits of good oral health, healthy eating and sleep. Changing for PE Self Regulation: Begin to moderate their own feelings socially and emotionally.	Show independence, resilience and perseverance in the face of a challenge. Self Regulation: Focus attention and know right from wrong and regulate own behaviour
Specific Areas of Learning	Understanding the World: Science History Geography RE People, Cultures and Communities Talk about my own family and the lives of family members of differing ages, Past and Present Talk about something that happened to me in the past The Natural World Can observe seasonal changes (Autumn) Can investigate my environment	Understanding the World Science History Geography People, Cultures and Communities I can talk about a special from for a religion Eid, Christmas, Diwali, Hannukah Understand people have different beliefs Name different cultural traditions Past and Present Talk about figures from the past The Natural World I can observe seasonal changes (Winter) Explore floating and sinking.	Understanding the World Science History Geography People, Cultures and Communities Name differing parts of an animal and some features. Past and Present Talk about members of their immediate family and community. The Natural World Know that different places have different environmental features. Understand that animals live in different habitats and environments	Understanding the World Science History Geography People, Cultures and Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Past and Present Understand different times of the day. Can use language such as today, yesterday, when I was little. The Natural World I can observe seasonal changes (Spring) Name some plants and what they need to grow. Explore the world around them	Understanding the World Science History Geography People, Cultures and Communities Shows interest in different occupations and ways of life. Past and Present Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. The Natural World I can observe seasonal changes (Summer) show care and concern for living things and the environment	Understanding the World Science History Geography People, Cultures and Communities I can compare different people and animals' environments Past and Present Know the difference between the past and present, The Natural World Name the 7 oceans Understand the effect of changing seasons on the natural world around them Beginning to understand the effect behaviours have on the environment.
	Expressive Arts and Design: Art Music D&T Creating with materials Create with playdoh. Using large brushes, sponges, fingers Being Imaginative and Expressive	Expressive Arts and Design: Art Music D&T Creating with materials Create with playdoh. Colour mixing Use an artist's effect to express their ideas. (Kandinsky)	Expressive Arts and Design: Art Music D&T Creating with materials Create with salt dough Create artwork in a group Use thinner paint brushes	Expressive Arts and Design: Art Music D&T Creating with materials Create with plasticine Can mix colours to use appropriate colours They can safely explore and use a variety of materials.	Expressive Arts and Design: Art Music D&T Creating with materials Create with plasticine They begin to construct with a purpose in mind, manipulating materials to achieve a planned effect	Expressive Arts and Design: Art Music D&T Creating with materials Create with clay Create collaboratively, sharing ideas, resources and skills

	Perform a nursery rhyme by singing and adding simple actions.	Being Imaginative and Expressive To know a performance is sharing music. To sing along with a pre-recorded song and add simple actions. To sing along with a backing track.	With support create collaboratively. Being Imaginative and Expressive Creating own stories in play using topic as a starting point.	Being Imaginative and Expressive Move to and talk about music. Use artist effect to express their ideas (Giuseppe Arcimboldo) Express ideas through music, dance, art.	Draw with increasing complexity adding detail. Being Imaginative and Expressive Explore and engage in music making	Being Imaginative and Expressive Able to talk about their creations. Play an instrument to express their feelings. Return to and build on previous learning, refining ideas and developing the ability to represent them.
	Literacy: Comprehension Children will independently look at a book, hold it the correct way and turn pages. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Show awareness of rhyme Recognises rhythm in words and songs. Engage in conversations about stories. Word Reading Can distinguish between differing environmental sounds Begins to develop phonological and phonemic awareness Writing Children will give meanings to the marks they make. Attempts to write their own name.	Literacy: Comprehension Children engage with an increasing range of books. Understand that print has meaning; purposes and text is read left to right. Word Reading Read individual letters by saying the sounds for them. Hears and says the initial and final sounds in words. Writing Accurately identify and the initial sound. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. lists / captions /reading words and simple sentences / funky writing / writing recognisable letters and simple sentences they can read	Literacy: Comprehension Use story vocabulary in play Talks about characters and events in stories. Word Reading Begins to blend sounds together to read simple CVC words. Begins to read some high frequency words. Writing Spelling some tricky words in their writing correctly.	Literacy: Comprehension predict key events in stories Describes main story setting, events and characters in stories Word Reading Children will segment and blend sounds together to read simple words. Writing use segmenting to spell new words Form upper and lower-case letters correctly	Literacy: Comprehension Use and understand vocabulary about stories during play. Retell narratives in their own words. Word Reading Read simple phrases and sentences made up of words with known letter-sound correspondence and a few 'tricky' words. Writing Uses their developing phonic knowledge to write things such as labels and captions.	Literacy: Comprehension Talk about the books they have read with increasing detail. Anticipate and predict key events in stories. Word Reading Reads words consistently by sound- blending. Writing Write sentences that can be read by others. Reread what they have written to make sure it makes sense.
	Phonics: Environmental sounds Rhythm and rhyme Alliteration Voice sounds	Phonics: Sounds: ck e u r h b f ff l ll ss	Phonics: Sounds: j v w x y z zz qu	Phonics: Sounds: ch sh th ng ai ee igh oa oo oo	Phonics: Sounds: ar or ur ow oi ear air ure er	Phonics: Sounds: wh ph /ai/ ay a-e a /ee/ e-e ie ea

	Sounds: s a t l p n m d g o c k Tricky words: I, the, go, to, no, into	Tricky words: I the go to no into	Tricky words: he she we me be was my you her they all are	Tricky words: he she we me be was my you her they all are	Tricky words: someone said come do so were when have there out like little what	Tricky words: some one said come do so were when have there out like little what
	Maths (white rose): Getting to know me / Just like me! Match and sort Compare amounts Compare size, mass& capacity Exploring patter	Maths (white rose): It's me 123 / Light and Dark Representing numbers to 5 Comparing numbers 1 2 3 Circles, triangle four sided shapes, Positional language One more one less to 5 Time	Maths (white rose): Alive in 5 / Growing 6, 7, 8 Zero Comparing numbers to 5 Composition of 4 &5 Compare mass / capacity Numbers 6, 7 & 8 Combining two amounts Making pairs Length and height Time	Maths (white rose): Building 9 and 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns	Maths (white rose): To 20 and beyond Building numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose	Maths (white rose): Find my pattern / On the move Doubling Sharing and grouping Even and Odd Spatial reasoning Visualise and build Patterns and relationships Mapping
Books	Fiction Colour Monster / colour monster in school The Feelings Book It's Okay to be Different Little red hen Leaf man "Oi Dog" rhyming books Pumpkin soup Non-Fiction What Can You See in Autumn? Autumn It's Harvest Time Maths: Monkey Puzzle The Button Box- M Reid The enormous turnip Dear Zoo We're going on a bear hunt	Fiction <i>Jolly christmas postman</i> <i>Elf chase</i> <i>Dear Santa</i> <i>The Sweet Smell of Christmas</i> Rama and Sita I am thankful Eight nights eight lights Non-Fiction <i>The Gunpowder Plot</i> <i>Dipali's Diwali</i> (e book Twinkl) <i>Remembrance Day</i> <i>The Story of Baby Jesus</i> Maths: How to count to one Anno's counting book Circle, triangle, square Rosies Walk Dot Kippers Birthday	Fiction The ugly five The odd egg The Very Hungry Caterpillar Croc and bird Non-fiction The Emperors egg <i>Greta and the Giants- loss of animal habitats (critical thinking / Global dimension)</i> Maths: Non the number- Oliver Jeffers Room on the Broom	Fiction <i>The Enormous Turnip</i> <i>Jaspers beanstalk</i> <i>Jack and the beanstalk</i> <i>Jim and the beanstalk</i> <i>Oliver's vegetables</i> <i>Handa's surprise</i> Non-Fiction Farming books <i>What to Eat and Drink?</i> <i>Seed to Sunflower</i> Maths: Jack and the Beanstalk Anno's counting book <i>Jaspers beanstalk</i> <i>How do dinosaurs count to ten?</i> <i>Ten black dots</i>	Fiction <i>Charlie the Firefighter</i> <i>Zog and the Flying Doctors</i> <i>Dr Ranj Super Heroes Like Me</i> <i>Supertato</i> Non-fiction <i>Greta and the Giants</i> <i>Marie Curie</i> <i>Police Officer</i> <i>Doctor</i> Maths: Once moose 20 mice Tad Grandpas quit	Fiction <i>Meet the oceans</i> <i>The odd fish</i> <i>Somebody swallowed Stanley</i> <i>Under the sea cleaning spree</i> <i>Harry Saves the Ocean</i> Non-Fiction <i>Seashore</i> Blue whale Under the sea Osborne book Maths: Pete the cat and missing cupcake Once odd day Me grumpys motor car Who sank the boat? pattern fish Trudy Harris How mnay Legs
British Values	Democracy - making decisions together. Rules of law - making and working toward class rules	Tolerance of different faiths, cultures, races and beliefs. Mutual respect. Freedom of self - Self knowledge, self esteem	Rules of law - making and working toward class rules.	Democracy - making decisions together.	Tolerance of different faiths, cultures, races and beliefs.	Rules of law - making and working toward class rules. Democracy - making decisions together.
Life skills	Hand washing, toileting, dressing and undressing. Lining up	Cooking - gingerbread men, Christmas cake, latkes, pumpkin cake, lining up, making toast	Road safety, using money for a purpose. Lining up, Making toast	Caring for the natural world. Growing food, healthy eating,	Fire safety, Emergency number 999, healthy eating, oral hygiene	Water safety, exercise. Making toast. Litter picking and recycling

Vocab	Unique Special Characteristics Qualities Interests Siblings Hobbies Community Village Town Country Address Location Past Present Years Before (I was born) After (I was born)	Seasons Autumn Darker Colder Crisp Rustling blustery deciduous evergreen temperature Celebrations Celebrate Bonfire Night Plot Treason Remembrance Peace Honour Protect Conflict Diwali Christmas Bethlehem	Africa Continent Compare Globe Atlas Savanna Mammal Food chain Predator Prey Hunt Herbivore Carnivore Omnivore Piscivore Nocturnal Endangered This will also include the way that animals move – linked to the animals that the children would like to learn about	Plant Planting Seed Bulb Sprout/sprouting Seedling Roots Stem Leaf Flower Branch Food Water Soil Grow Growing Change Categorise Sort Wild Prediction Absorb Anchor life cycle nutrients Living Dead/non-living Evergreen Deciduous Easter Celebration	Police, firefighters, doctors, paramedics, dentist, doctor nurse, Surgery, help, support, first aid, danger, emergency, emergency services, chronological report	Oceans seas Pacific Atlantic Indian Southern Arctic endangered pollution recycling recycle reduce reuse
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Impact:

At the end of EYFS we have the following expectations for our children, that they:

- are working towards the National Standards for GLD
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society
- take pride in all that they do, always striving to do their best
- demonstrate emotional resilience and the ability to persevere when they encounter challenge
- develop a sense of self-awareness and become confident in their own abilities