

Wardley CE Primary

Reception Curriculum Overview 22/23



The curriculum intent for Wardley CE Primary school aims to:

- Be ever-evolving, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- Be rooted in the school's Christian ethos, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- Be ambitious in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- Be memorable: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.

- Be aspirational, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- Be inspiring, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

At Wardley CE Primary we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to reach their full potential; because all that God makes is special.

Our aim in the EYFS is to start the transformation journey; build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our children can be successful and go on to transform society and be happy, curious, lifelong learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that when we embed the right habits for learning through the Characteristics of Effective Teaching and Learning, Play and Exploration, Active Learning and Creative and Critical Thinking.

At Wardley CE Primary we want our children to develop a love of learning through play. We aim to provide a broad and balanced curriculum that reflects the four main principles of the EYFS Framework:

- A unique child-developing resilient - capable, confident and self-assured individuals
- Positive relationship - supporting children in becoming strong and independent
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- Learning and developing - an acknowledgment that children learn in different ways and at different rates

The framework includes seven areas of learning and development, all of which are important and included in the curriculum taught at Wardley CE Primary and covers the education and care of all the children in Early Years provision, including the children with special educational needs and disabilities.

The Prime Areas of Learning and Development

- Personal, Social and Emotional Development - This area focuses on making relationships, self-confidence and self-awareness and managing feelings and behaviour.
- Communication and Language- This area encourages developing competence in listening and attention, and in understanding and speaking.
- Physical Development- This area focuses on the child's gross motor and physical motor skills.

The specific Areas of Learning Development

- Literacy- This area focuses on reading and writing. Children are taught Early Reading (RWI) throughout the EYFS.
- Mathematics- This area focuses on learning through practical activities and on using numbers, understanding shape, space and measure and numerical patterns.
- Understanding of the World- This area focuses on children's developing knowledge and understanding of their own environment, through learning about people, culture and communities, past and present and the natural world. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.
- Expressive Arts and Design- This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feelings in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning

Reception

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic-linked focuses		Who am I and where am I from? (focus on immediate environment vs London)	What is a celebration? Celebrations and Christmas	How do people in our community help us? People Who Help Us	Where in the world do different animals live? Animals Around the World PLD; dinosaurs	What is a life cycle? Animals	How do plants change as they grow? Plants and Growth
Creating a language-rich environment through conversations, daily stories, songs, rhymes and role-play.							
Communication and Language	Listening, attention & understanding	S&L baseline Blank Level groups Planned stories What does a good listener look like?	Weekly group S&L interventions Planned stories Whole group S&L sessions: Categories	Weekly group S&L interventions Planned stories Whole group S&L sessions: Description and vocabulary building games	Weekly group S&L interventions Planned stories Whole group S&L sessions: following instructions	Weekly group S&L interventions Planned stories Whole group S&L sessions: Sequencing	Weekly group S&L interventions Planned stories Whole group S&L sessions: Review
	Speaking	Talking about experiences familiar to them (home, family, pets)	Introducing new vocabulary through stories, non-fiction books and rhymes. Dialogues with teachers will help to extend pupils' vocabulary. Encourage children to include this new vocabulary throughout the day in their imaginative play, independent writing and interactions with one-another. During planned opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions, or answers. They will learn to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics.				

Physical Development	Gross motor skills	PE: Exploring ways of moving Fundamental movement skills taught discreetly Moving in different ways (running, hopping, jumping, skipping)	PE: Team games including parachute Negotiating space and obstacles	PE: Gymnastics including balancing, rolling and jumping Moving with strength, balance and coordination	PE: Ball skills including kicking, throwing, catching and bouncing Moving with control	PE: Obstacles activities including moving through, under and over equipment	PE: Sports day Team games
	Daily opportunities for gross motor development. Encourage children to be highly active and to get out of breath several times a day.						
	Fine motor skills	Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring Pencil grip Pencil control Form recognisable letters and numbers		Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring Encourage children to draw freely Drawings to be recognisable		Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring Careful colouring 'inside the lines'	
Personal, social and emotional development (NC link PHSE)	Self-regulation	Weekly Mindfulness sessions Naming emotions How am I feeling? Managing big emotions		Weekly Mindfulness sessions Following instructions through games and listening activities		Weekly Mindfulness sessions Resilience and problem solving	Weekly Mindfulness sessions Preparing for Year 1
	Managing self	Jigsaw: Being Me in My World New year, new routines	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me

		Rules and expectations					
	Building relationships	Turn-taking games Sharing Cooperative play and group games Share social stories					
Literacy	Possible Focus Texts/ Writing Stimulus + RWI linked text + Our favourite two	Photographs from home All Aboard the London Bus Kate in London Elmer	The Christmas Story/ The Nativity 'Stick Man' Stanley's stick Celebrations Around the World	The Three Little Pigs - Traditional tale A Superhero Like You	Handa's Surprise Easter story	Goldilocks and the Three Bears The Bad Tempered Ladybird The Tiny Seed	Jack and the Beanstalk Jasper's Beanstalk Naughty Bus
	Word reading	RWI groups Vocabulary focus Planned stories	RWI groups Vocabulary focus Planned stories	RWI groups Vocabulary focus Planned stories	RWI groups Vocabulary focus Recognising and matching capital letters Planned stories	RWI groups Vocabulary focus Planned stories	RWI groups Vocabulary focus Planned stories

	Comprehension	Joining in with rhymes and showing interest in stories with repeated refrains		Re-read books to build up knowledge and fluency.		Can explain the main events of a story. Drawing pictures of characters/ settings/ events in a story.	
		Sequencing familiar stories using images		Read stories over a few sittings. Use these as opportunities to talk about key events using vocabulary from the story.		Making predictions - thinking about what might happen next in stories and picture scenarios.	
	Writing	Captions	Captions	Simple sentences	Simple sentences	Capital letters	Capital letters
		Letter formation	Letter formation	Spelling 'red' words correctly	Spelling 'red' words correctly	Full stops	Full stops
		<i>Possible writing tasks:</i> - Writing captions for photographs from home.	<i>Possible writing tasks:</i> - Christmas List - Retell The Nativity with captions and simple sentences	<i>Possible writing tasks:</i> - Sequence 'Three Little Pigs' in simple sentences	<i>Possible writing tasks:</i> - Write a letter from the zoo to go with an animal	<i>Possible writing tasks:</i> - Instructions for making porridge - Diary for the bad tempered ladybird	<i>Possible writing tasks:</i> - Sequence 'Jack and the Beanstalk' in sentences.
Mathematics	Number	<i>Egg Box Maths to 5:</i>	<i>Egg Box Maths to 5:</i>	<i>Egg Box Maths to 10:</i>	<i>Egg Box Maths to 10:</i>	<i>Velcro tens frame:</i>	<i>Velcro tens frame:</i>
		-Representing numbers to 5 -One more/ one less	-Addition -Subtraction -Number bonds to 5	-Representing numbers to 10 -One more/ one less	-Addition -Subtraction -Number bonds	-Representing numbers to 10 -Addition -Subtraction -Number bonds	-Representing numbers to 10 -Addition -Subtraction -Number bonds
		<i>Numbers within 10:</i>	<i>Numbers within 10:</i>	<i>Numbers within 20:</i>	<i>Numbers within 20:</i>	<i>Numbers beyond 20</i>	<i>Numbers beyond 20</i>
		One more One less	Addition Subtraction	Representing/ place value One more	Addition Subtraction		Using a number line
							Deepening understanding

		One-to-one correspondence Explore subitizing	Explore subitizing	One less			
	Numerical patterns	Counting songs Colour and size patterns	<i>Numbers within 10:</i> Doubles Sharing Comparing	<i>Numbers within 20:</i> Counting songs Missing number patterns	<i>Numbers within 20:</i> Doubles Sharing Comparing	<i>Numbers beyond 20:</i> Odds and evens Building numbers & counting patterns beyond 10	<i>Numbers beyond 20:</i> Counting in 10s Building numbers & counting patterns beyond 10 Deepening understanding
	Shape, space and measures	<i>Shape</i> Naming and identifying 2D shapes 2D shape patterns Categorising 3D shapes	<i>Length</i> How long is it? Comparing lengths (within 10)	<i>Shape</i> Naming and identifying 3D shapes Categorising 3D shapes	<i>Position</i> Positional language (in, on, under, in front, behind, next to)	<i>Time</i> O'clock Sequencing Comparing (earlier/later) Money Match, rotate, manipulate	<i>Capacity</i> How much can it hold? Comparing capacities Money Match, rotate, manipulate Deepening understanding
Understanding the world (links to History, Geography and Science)	Past and present	How have we changed? Grandparents, parents and me		Enrichment - Great Woman Who Changed the World			Then and Now - How have we changed this year? - PSED link (changing me)

		<p>How toys have changed</p> <p>How travel has changed</p>		<p>Begin to understand that many people did things that have helped to make the world a better place</p> <p>Appreciate that many stories are set in a time in the past</p>			
	People, cultures and communities	<p>Diwali</p> <p>Local map - what is around me?</p> <p>London vs Wardley</p>	<p>Bonfire Night</p> <p>Christmas story</p> <p>Diwali</p> <p>Enrichment: Christmas in other countries</p>	<p>Chinese New Year</p> <p>Police, fire stations and hospitals in my local area</p>	<p>Mother's Day</p> <p>Easter</p> <p>World map - where do animals live?</p> <p>Be able to recognise some similarities and differences between life in this country and life in other countries.</p>	St George's Day	Eid-Al-Fitr

	The natural world	To name body parts	Seasons link with Christmas time		To name and describe animals that live in different habitats To explore plants and animals in contrasting environments Recognise some environments that are different from the one in which they live.	Life cycles To compare and describe adult animals to their babies To observe how baby animals change over time	Similarities and differences between plants Growing plants Observing the changes as plants grow To explore plants in their natural environment
Expressive arts and design	Creating with materials	Express their feelings through colour	Christmas crafts Clay sculptures (Diwa lamps)	Modelling using materials: emergency services vehicle Superhero capes - creating with materials	Exploring collage and colour (camouflage, animal patterns) Easter crafts	Exploring paints, colour, pattern and symmetry (ladybirds, butterflies, caterpillars)	Observational drawings of flowers, fruits and vegetables
	Being imaginative	Kapow: Celebration music Role play: Provide props that children may	Christmas performance Christmas songs	Kapow: Exploring sounds Role play: People who help us	Kapow: Music and movement Role play: Provide interesting, non-specific	Kapow: Musical stories Small world play	Kapow: Big band Puppet theatre

		be able to relate to from home (dolls, baby baths, play kitchen, tea set etc.)			props and encourage children to use their imagination (eg, a large sheet of fabric becomes a cape).		
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