



# RECEPTION CURRICULUM OVERVIEW



## SPRING TERM 2024

### Physical Development

- Negotiate space appropriately when playing racing and chasing games with other children adjusting speed or changing direction to avoid obstacles.
- Travel with confidence and skills around, over, under balancing and climbing equipment.
- Practices some appropriate safety measures without direct supervision.
- They move confidently in a range of ways, safely negotiating space.
- Shows preference for a dominant hand.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly.
- Children show good control and coordination in large and small movements.
- Practices some appropriate safety measures without direct supervision.
- Eats a range of healthy food stuffs and understands the need for a variety in food.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.

### Personal, Social & Emotional Development

- Can describe self in positive terms and talk about abilities.
- Explains own knowledge and understanding and asks appropriate questions of others.
- They work as part of a group or class, understand and follow the rules.
- Children are confident to try new activities and say why they like some activities more than others.
- They say when they do and don't need help.
- They adjust their behaviour to different situations, and take changes of routine in their stride.
- Children play cooperatively taking turns with others.



### Communication & Language

- Responds to instructions involving a two-part sequence.
- Understands humour e.g. nonsense rhymes and jokes.
- Able to follow a story without pictures or props.
- Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.
- Children listen attentively in a range of situations.
- They give their attention to what others say and respond appropriately, while engaged in another activity.
- Children follow instructions involving several ideas or actions.



### Maths

- Counts objects to 10 and is beginning to count beyond 10.
- Counts an irregular arrangement of up to 10 objects.
- Estimates how many objects they can see and checks by counting them.
- Finds one more and one less of five/ten objects.
- Finds the total number of items in two groups by counting all of them.
- In practical activities and discussions, begins to use adding and subtracting vocabulary
- Record the marks they make and can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Begins to use the mathematical term for 3D shapes and mathematical terms to describe shapes.
- Orders and sequences familiar events.
- Orders items by length height and weight. Orders items by weight and capacity.
- Measures short periods of time in simple ways.



### Understanding the World

- Looks closely at similarities, differences, pattern and change.
- Children know about similarities and differences in relation to places, objects, materials and living things.
- Enjoys joining in with family customs and routines.
- Children talk about past and present events in their own life and those of family members.
- Children talk about past and present events in their own life and those of family members.
- They know that children don't always like the same thing and are sensitive to this.
- Use a safe part of the internet to learn and play.
- Ask an adult before using the Internet.
- Be able to make a floor robot move.
- Make choices about the buttons and icons pressed, touched or clicked on.

### Expressive Arts & Design

- Explores what happens when you mix colours.
- Safely use and explore a variety of materials, tools & techniques, experiment with colour, design, texture, form and function.
- Constructs with a purpose in mind using a variety of resources.
- Selects resources and adapts work when necessary.
- Creates simple representations of events, people and objects.
- Selects tools and techniques to shape, assemble and join materials they are using.
- Begins to build a repertoire of songs and dances. Explores different sounds of instruments.
- Introduces a storyline or narrative into their play.
- Represent their own ideas, thoughts and feelings through design technology, art, music, dance and role play.



### Literacy

- Begins to read words.
- Uses vocabulary and forms of speech that are increasing influenced by their experiences of books.
- Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.
- Begins to read words and simple sentences
- They use phonic knowledge to de code regular words and read them aloud accurately.
- They also read some common irregular words.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.

### Stories We will Share

Goldilocks & the Three Bears  
 Little Red Riding Hood  
 Gruffalo  
 The Gruffalo's Child  
 Little Red Riding Hood Hungry Caterpillar  
 Mad about Minibeast  
 Mini Beasts  
 Aaaarrgghh Spider!