

## Reception Curriculum Plan

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Transdisciplinary theme</b>	Who we are		Where we are in place and time		How the world works	How we express ourselves
<b>Central Idea</b>	<b><i>Being part of a family, friendships and a school community gives us a sense of belonging.</i></b>		<b><i>Homes reflect the people who live in them and the places they are located.</i></b>		<b><i>All living things go through a process of change.</i></b>	<b><i>Improving our communication skills helps us to better express ourselves and understand others.</i></b>
<b>Lines of Inquiry</b>	An inquiry into... <ol style="list-style-type: none"> <li>1. What makes a family.</li> <li>2. How we are members of different communities.</li> <li>3. What belonging feels like.</li> </ol>		An inquiry into... <ol style="list-style-type: none"> <li>1. Different types of homes.</li> <li>2. Why all living things need a home.</li> <li>3. The differences between homes.</li> </ol>		An inquiry into... <ol style="list-style-type: none"> <li>1. What lifecycles are</li> <li>2. How the lifecycles of living things can be the same and different</li> <li>3. Why humans need to keep themselves healthy as they grow</li> </ol>	An inquiry into... <ol style="list-style-type: none"> <li>1. Ways people can communicate</li> <li>2. How we can read others' expression</li> <li>3. Why we need to understand others</li> </ol>
<b>Key concepts</b>	<i>Form, Connection &amp; Perspective</i>					
<b>EYFS Curriculum Links:</b>						
<b>C&amp;L</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn new vocabulary, use new vocabulary in different contexts and throughout the day.</li> <li>• Participate in small group, class and one to one discussions.</li> <li>• Retell the story, once they have developed a</li> </ul>		<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Engage in non-fiction books.</li> <li>• Learn new vocabulary, use new vocabulary in different contexts and throughout the day.</li> <li>• Participate in small group, class and one to one discussions.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>

	<p>deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Learn rhymes, poems and songs.</li> <li>• Describe events in some detail.</li> <li>• Engage in storytimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary, use new vocabulary in different contexts and throughout the day.</li> <li>• Participate in small group, class and one to one discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary, use new vocabulary in different contexts and throughout the day.</li> <li>• Participate in small group, class and one to one discussions.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Set simple goals for themselves to work towards.</li> <li>• Confident to try new activities and make independent choices</li> <li>• Manage their own needs and personal hygiene.</li> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Play cooperatively, taking turns with others</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about the perspectives of others.</li> <li>• Set simple goals for themselves to work towards.</li> <li>• Demonstrates focused attention and responds appropriately when engaged in an activity.</li> <li>• Able to follow instructions involving several ideas or actions.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Play cooperatively, taking turns with others</li> <li>• Demonstrates sensitivity to their own and others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Demonstrates sensitivity to their own and others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Demonstrates sensitivity to their own and others' needs.</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>
<b>PD</b>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing/ mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style</li> </ul>

			<p>which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p>which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Combine different movements with ease and fluency.</li> <li>• 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.</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Retell familiar stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them. (ie. digraphs and trigraphs)</li> <li>• Read a few common exception words matched</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Read simple phrases and sentences made up of words with known</li> </ul>

		<p>to the school's phonic programme.</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories.</li> <li>Anticipate key events in stories (where appropriate)</li> <li>Use a range of recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play activities.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>letter-sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Explore the composition of numbers to 10.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise.</li> <li>Explore the composition of numbers to 10.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>Count beyond ten</li> <li>Compare numbers.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise.</li> <li>Explore the composition of numbers to 10.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise.</li> <li>Explore the composition of numbers to 10.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>
<b>UW</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Name and describe people who are familiar to them.</li> <li>Talk about members of their immediate family and community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Compare length, weight and capacity.</li> <li>Link the number symbol (numeral)</li> </ul>

				with its cardinal number value.		
<b>EAD</b>	<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>		
	<b><u>Knowledge Pathways &amp; EYFS to National Curriculum</u></b>					
<b>Key Texts</b>	One Class-One Family		Five Minutes Peace - Jill Murphy We Are Family - Patricia Hargarty		Fletcher and the Falling Leaves	You Choose - Nick Sharratt I Will Not Ever Never Eat A Tomato - Lauren Child Ruby's Worry - Tom Porsival