



Reception Curriculum

In the Foundation Stage our topics follow the interests of the children as much as possible. This overview details the key skills we support children to gain and the learning opportunities and provision in place throughout each term.

Autumn Term	Spring Term	Summer Term
<p>Overarching theme: Environment</p> <p>Potential topics include: Harvest, Autumn, Black History, Diwali, Bonfire Night, Christmas</p>	<p>Overarching theme: Culture</p> <p>Potential topics include: Winter, Chinese New Year, Easter, Spring Africa</p>	<p>Overarching theme: Growing and Change</p> <p>Potential topics include: Summer, Eid, Growing, Fieldwork, Moving on to Year 1</p>

Learning, Loving, Living in God's Family

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3 Prime Areas:

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> Start to follow a set of simple instructions independently. Retell stories and use ‘Talk for Writing’ actions. Use longer sentences (using connectives) to describe events in my life, to organise my thinking or problem solve. Begin to be able to ask others questions and respond to their answers. 	<ul style="list-style-type: none"> Listen and join in with stories, expressing thoughts, ideas and reasons through discussion. Retell and role play familiar stories using puppets, costumes/ props or small world figures. Listen to non-fiction books, share my knowledge and new vocabulary with others. Listen attentively in a range of situations e.g. in a small group, class lesson or whole school assembly. 	<ul style="list-style-type: none"> Start to make up my own story using one I know well as a model. Talk about the characters in a story, their thoughts, feelings and motives. Talk about why things happen, how things work, ask questions, explain their ideas and have conversations with my teachers and friends.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> Wellcomm Toolkit used to screen children and intervention used to support those who need extra support with language development. Key vocabulary is on display and is pre-taught and sent home for some children who need extra support with developing it. WOW moments from home shared with class, children share their experiences and others ask questions. Daily story time involving engaging fiction, non-fiction, poems and rhymes. Books on display throughout the classroom, a comfortable and welcoming book corner. Role play area and small world areas where children can act out roles or retell familiar stories. Six key books used across the year, children learn ‘Talk for Writing’ actions to help them to be able to retell word for word. Nursery key books also available and revisited. Nursery and Reception have key rhymes and poems which the children learn. Visitors come into school to share their knowledge, children given opportunities to ask questions and share their knowledge or experiences. Videos of stories being read by the teacher shared with parents. Children take a story book/ non-fiction home each week from our library, parents given advice about how to use these to develop their child’s understanding and vocabulary. Children learn new vocabulary linked to the studied text during Drawing Club. 		

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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Educational Programme taken from [DfE Statutory Framework for the Early Years Foundation Stage 2021](#)

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> Confidently separate from my parents or carers. Start to understand and follow the rules and values of our school and classroom. Confidently choose what I want to play with and try new activities. Begin to understand the needs of others and use this awareness to share and work together. 	<ul style="list-style-type: none"> Talk about my feelings and emotions, start to consider what others might be feeling. Persist and start to problem solve when I find something tricky. Talk about what I like and don't like. Seek challenges and set goals, reflect and evaluate things I have done. 	<ul style="list-style-type: none"> Be able to play as part of a group; listening and responding to others, sharing, co-operating, and negotiating independently. Know how I can stay safe at home/ school and online. Identify and talk about emotions, know some ways I can help myself to manage my emotions. Talk about healthy and unhealthy choices.
IMPLEMENTATION AND PROVISION	<ul style="list-style-type: none"> Zones of Regulation Curriculum is used to support children with developing their understanding of emotions and how to manage them. Use of calm area to support children with regulating their emotions. Class mindfulness Children are given responsibilities within the class e.g. tidy up monitors. Adults model social language such as 'can I have a go after you?' Social situations are modelled using role play/ puppets, children explore how characters feel and the effect of their actions on others. Adults use stories to identify the others perspectives, feelings, what is right and wrong. Adults model a growth mind-set and talk about the value of mistakes. Class rules are created together and their importance discussed regularly. Conflict resolution is supported by adults who help the children to explore how they feel, the impact of their actions on others, model negotiation skills and support ideas for restoring relationships. Children's achievements are celebrated with WOW work displays and WOW moments from home. Children's different cultures are celebrated and parents are encouraged to visit and tell us about their culture and traditions. The school has an 'International Week' which ends in a school celebration event. Dental hygiene week and a visit from the school nurse. Discussions about healthy and unhealthy foods, limiting screen time, being safe at home/ school/ online. Children have their own space to display the learning that they are proud of. 		

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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> ● Be able to safely use one handed tools, such as, scissors, pencils, forks/spoons/knives, paintbrushes independently. ● Gain confidence and independence when using a knife and forks during lunchtimes. ● Have an effective pencil grip and be able to write correctly formed letters and write my name independently. ● Use the toilet, wash hands and get changed independently. 	<ul style="list-style-type: none"> ● Experiment with different ways of moving and travelling/ balancing, negotiating space safely. ● Travel across and negotiate a range of apparatus safely. ● Have good control of body movements combining them fluently. ● Confident with negotiating space and avoiding obstacles while running. 	<ul style="list-style-type: none"> ● Correctly form all letters so that I can begin to write quickly and fluently. ● Play ball games - throwing, catching, kicking, passing, batting, and aiming a ball. ● Taking part in ball games with precision and accuracy.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> ● A wide range of equipment available during child initiated play to support children’s gross and fine motor development; pencils, pens, chalk, crayons, hole punches, tweezers, peg boards, marbles, paintbrushes, balancing boards, stilts, bikes, scooters, climbing equipment, obstacle course equipment, ropes, balls, hoops, ribbons. ● Morning ‘Teddy Jobs’ include finger fun activities which develop fine motor strength and skills. ● Fine motor skills small group for children needing extra support. ● Weekly PE and Forest School sessions develop a wide range of physical skills. ● Access to playground equipment such as bikes, scooters, hoopers, hoops, climbing frame. ● Wake and Shake/ Yoga sessions support development of combining movements and balance. ● Sessions with Stevenage Sporting Futures, coaching development of accurate ball skills. ● Opportunities for muscle development by big paper drawing, drawing/ writing on a variety of surfaces outside, using brooms to sweep. 		

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4 Specific Areas:

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> To begin to draw detailed pictures. Continue to develop their mark making skills and start to give meaning to their marks Recognise initial letters and their sounds. Begin to blend the sounds in CVC words and start to read them with some support. Start to hear and write some of the sounds I can hear in words. 	<ul style="list-style-type: none"> Be confident with blending the sounds in CVC words and read them independently. Recognise and say letter groups that say one sound e.g. 'ee', igh, 'ai'. Read words and short sentences with increasing independence. Start to be able to write words and short phrases, writing the sounds I can hear in words. 	<ul style="list-style-type: none"> Read short books independently and talk about what I have read. Read and write some tricky red words independently (common exception words). Write sentences that others can read using my phonics knowledge. Begin to use full stops and capital letters.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> Daily phonics sessions using the Little Wandle programme. Extra 1:1 or small group sessions are run for children who may need repeated exposure to make progress. Children read 1:1 with staff and once children are reading more fluently they practice this three times a week in small groups. Parents are invited to a 'Reading in Reception' training session so that they can learn how to support their child with reading at home. Children's reading books are linked to their phonetic ability. Children start by taking home a book with no words and once they are ready they will take home a school reading book linked to their phonetic ability. A library book is also sent home from children to share with their parents. Little Wandle videos and resources are shared with parents and advice and activities are shared in our weekly newsletter. Writing is encouraged throughout the environment and celebrated on our 'WOW Work' board. Tricky words that are being learnt are displayed in the classroom and regularly practiced. Our book corner is designed to foster a love of reading and adults regularly spend time in there with children, reading to them and also letting the children tell the story. Reception has six key books which are on display in the classroom and read regularly. The children learn the stories using 'Talk for Writing' techniques so that they can recite them word for word. Through Drawing Club children will explore a different text each week. Children learn new vocabulary linked to the studied text. Children take part in three weekly support writing sessions linked to the Drawing Club text, giving the children opportunities to practice writing at their level and be supported by an adult so that they develop their skills. 		

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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation

Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> Recognise numbers to 5 and beyond, linking their names to their value. Subitise up to 5 and is beginning to talk about the different ways that amounts of numbers to 5 can be made. Uses some shape names appropriately and understands prepositional language. Create a repeated pattern with colour and shape. 	<ul style="list-style-type: none"> Accurately count a set of items, give the value of the set and be able to compare this using the language; same as, less than, more than. Confidently talk about the different ways of making numbers to 5, including addition and subtraction number bonds, and start to apply this knowledge to numbers to 10. Count confidently beyond 10, beginning to recognising patterns in the counting system to help count beyond 10. Use mathematical language to compare and talk about shape and size. 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10. Explore and represent patterns within numbers up to 10, including doubling and sharing. Confidently recall number bonds to 5 and some to ten. Begin to understand the reasons why numbers and quantities can be described as odd or even. Beginning to count verbally to 20 and beyond and recognise patterns in the counting system. Developed range of mathematical language to describe and compare size, shape, length, weight and position.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> Daily Maths sessions as a class and deepening of understanding during small group work. Daily subitising activity. Maths is encouraged throughout the environment and celebrated on our 'WOW Work' board. Learning to be displayed in different areas in the classroom. Range of story books with Maths links accessible to children. Wide range of Maths resources and everyday toys/items used to reinforce learning. Sing songs and nursery rhymes with Maths links. Parent training session and weekly newsletter to help with supporting children's Maths learning at home. Maths reinforced during weekly Drawing Club sessions 		

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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> • Talk about and describe their families, friends and people in the community who are familiar to them. • Explore and talk about photos, objects and stories from the past. • Talk about what their home and street is like. • Visit our Church and talk about why it is a special place. • Talk about how people celebrate Diwali, Bonfire night, Christmas. • Talk about what they see, hear, touch in Forest School. 	<ul style="list-style-type: none"> • Know that we live in Stevenage and what’s special about it. • Discuss landmarks on aerial photos of the area. • Draw a simple map of their walk to school. • Talk about, photograph, identify and draw some plants, trees, insects and animals in Forest School. • Talk about the changes that occur in Spring and identify these on a Spring Walk. • Talk about similarities and differences between environments in Britain and in Africa. 	<ul style="list-style-type: none"> • Talk about how Muslim people celebrate Eid and how this is similar or different to other celebrations they know. • Show care towards living things and talk about how we can care for the natural world. • Take part in fieldwork activities within the school grounds and develop their map skills.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> • Explore the book ‘Peepo!’ and look at the pictures and about how life was similar or different. Visit to Stevenage Museum to explore and discuss old and historical objects. • Autumn hunt and spring walk to identify and discuss the changes happening. • Study Alma Thomas linked to Black History week and explore books linked to different important figures in black history. • Weekly forest school allowing children to explore nature, take risks, climb trees, identify plants/ animals/insects and experience the seasons changing. • Learn about life in other countries through stories, non-fiction, videos, artefacts and parents coming into the classroom to talk about their countries of birth. Experience ‘International Day’ where the school celebrates food, dance, costumes, music and art from around the world. • Learn about why Stevenage is a special place to live, use Digi-maps to locate areas and look at aerial maps of our local area and discuss places we know. • Visit local places in Stevenage e.g. our church, local shops and Fairlands Park. • Join school worships and trips to our Church, meet members of our church community and ask them questions. • Learn about people in our community who help us, have visits from the emergency services, shop workers, engineers, school cook etc. 		

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Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> Take on a role in play and play co-operatively as part of a group. Sing some familiar songs, learn new songs and hymns. Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed. Talk about what I like/ dislike about a piece of music. 	<ul style="list-style-type: none"> Act out familiar roles, experiences and stories in a group through role play or using small world toys. Talk about what I will make, use a variety of tools and joining techniques. Problem solve when problems arise. Start to keep a steady beat, tap out rhymes and sing in a group keeping to the melody. Tap out a simple rhyme on a glockenspiel. 	<ul style="list-style-type: none"> Develop storylines in my play, take on a role and interact with others. Share my ideas, thoughts and feelings through designs, artwork, music, dance, role play and stories. Independently decide what I want to make and use tools and materials safely. Answer questions about it and discuss how I can improve it. Create my own music using familiar instruments.
IMPLEMENTATION / PROVISION	<ul style="list-style-type: none"> Charanga music curriculum used with weekly lessons which support the children to develop a love and understanding of music through active involvement in listening, appraising, composing and performing. Study Alma Thomas linked to Black History week and create own pieces of art in her style. Singing worship gives the opportunity to sing in a large group, to develop keeping to the melody and changing pitch. Class nativity play and class worships give the opportunity to learn songs, to play musical instruments, dances and to perform in front of an audience. Creative area of the classroom with a wide range of resources, equipment and tools which the children can access themselves. Specific teaching of how to use tools safely and art/ craft techniques. Work of famous artists and musicians from a range of cultures is explored. Use design worksheets in creative area to plan and design models we make. Outside music area allows children to compose their own pieces of music. 		

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