

# 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
<b>Topic-linked focuses</b>		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
<b>Communication and Language</b>	Creating a language-rich environment through conversations, daily stories, songs, rhymes and role-play.						
	<b>Listening, attention &amp; understanding</b>	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
	<b>Speaking</b>	Talking about experiences familiar to them (home, family, pets)		<p>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.</p> <p>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.</p>			

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					
	<b>Building relationships</b>	Turn-taking games Sharing Cooperative play and group games Share social stories					
<b>Literacy</b>	<b>Possible Focus Texts/ Writing Stimulus</b>  <b>+</b>  <b>RWI linked text</b>  <b>+</b>  <b>Our favourite two</b>	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
	<b>Word reading</b>	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

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

		One-to-one correspondence Explore subitizing	Explore subitizing	One less			
	<b>Numerical patterns</b>	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  <b>Deepening understanding</b>
	<b>Shape, space and measures</b>	<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  <b>Deepening understanding</b>
Understanding the world (links to <b>History</b> , <b>Geography</b> and <b>Science</b> )	<b>Past and present</b>	How have I 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

	<b>The natural world</b>	To name body parts	Seasons link with Christmas time		To name and describe animals that live in different habitats	Life cycles  To compare and describe adult animals to their babies	Similarities and differences between plants  Growing plants
					To explore plants and animals in contrasting environments  Recognise some environments that are different from the one in which they live.	To observe how baby animals change over time	Observing the changes as plants grow  To explore plants in their natural environment
<b>Expressive arts and design</b>	<b>Creating with materials</b>	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
	<b>Being imaginative</b>	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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