



Newbarns Primary and Nursery School – Curriculum Overview Year Reception



	COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
AUTUMN	<p>Understand how to listen and why it is important.</p> <p>Learn and use new vocabulary.</p> <p>Listening to and responding to stories.</p> <p>Effective communication with adults and peers.</p> <p>Talk about self and events in some detail.</p>	<p>Making new relationships with children and adults.</p> <p>Express feelings and consider others’.</p> <p>Develop independence.</p> <p>Manage own personal hygiene.</p> <p>Settle into school life - learning classroom and school expectations, visual timetable and class routine.</p>	<p>Dressing and undressing independently.</p> <p>Activate – develop coordination and combine movements.</p> <p>Fine motor skill activities – painting, tools, scissors, writing, using cutlery.</p> <p>Gross motor activities – PE, outdoor play.</p>	<p>Phonics phases 1 and 2 – reading letters, blending sounds, learning some words.</p> <p>Mark making and early writing.</p> <p>Letter formations.</p> <p>Introduce reading books.</p>	<p>Counting objects, actions and sounds.</p> <p>Subitise – recognise quantities without counting to 5.</p> <p>Number recognition.</p> <p>Comparing numbers.</p> <p>One more/less.</p> <p>Shape.</p> <p>Number formation.</p>	<p>Family.</p> <p>Seasonal changes in our environment.</p> <p>Changes in food – cooking.</p> <p>The Nativity.</p> <p>Christmas.</p> <p>Harvest festivals – including Sukkot</p> <p>Bulb planting for the new year.</p>	<p>Charanga</p> <p>Songs and rhymes.</p> <p>Nativity performance.</p> <p>Painting</p> <p>Drawing</p> <p>Model making – playdough, junk, construction</p> <p>Role play – home corner, post office, stable</p> <p>Christmas crafts.</p> <p>Look at the work of Kandinski and recreate.</p>
SPRING	<p>Plan and evaluate ideas with others.</p> <p>Listen to others during appropriate activities.</p> <p>Speaking in group/class/whole school situations.</p> <p>Making predictions and deductions in stories.</p> <p>Retell stories, predict and suggest alternative endings.</p> <p>Use non-fiction books, discover new vocabulary and knowledge.</p>	<p>Continue to develop independence - demonstrate resilience and perseverance.</p> <p>Understand actions have consequences.</p> <p>Talk about feelings and show empathy to others.</p> <p>Keeping safe and demonstrating good behaviour on a school trip.</p> <p>Being confident in their choices.</p> <p>Aware of own health and wellbeing – how to have a healthy life.</p> <p>Healthy and unhealthy foods.</p>	<p>Dressing and undressing independently.</p> <p>Activate – further develop movements and coordination, ease and fluency between movements.</p> <p>PE-Gymnastics, dance, apparatus use, ball skills.</p> <p>Using outdoor play equipment.</p> <p>Lining up and sitting on the carpet.</p> <p>Develop pencil control and handwriting.</p> <p>Ongoing fine motor skills in class – playdough, threading, building, pencil control, scissors and fixings in DT.</p>	<p>Phonics phases 2 & 3.</p> <p>Continue to developing segmenting and blending.</p> <p>Writing and letter formation – upper and lower case.</p> <p>Spelling words using phonics knowledge and recording corresponding letter.</p> <p>Guided and independent writing for a variety of purposes – writing sentences, using capital letters and full stops.</p> <p>Developing reading skills – reading and blending sounds, reading simple sentences and some common words.</p>	<p>Counting.</p> <p>Number recognition and formation.</p> <p>Numbers bonds 0-5 and introducing to 10.</p> <p>Pattern.</p> <p>Comparing length, weight and capacity.</p> <p>Shape recognition, compose and decompose shapes.</p> <p>More and less.</p>	<p>Seasonal changes – what do we see, smell, hear.</p> <p>Easter.</p> <p>Chinese New Year.</p> <p>Pancake Day.</p> <p>Habitats – research and small world play.</p> <p>Compare countries and their environments, cultures.</p> <p>Map work and use of globe to find countries from stories.</p> <p>Look at the past through stories – traditional tales.</p> <p>BeeBot – Make a Journey in a story</p>	<p>Charanga – musical instruments to accompany singing.</p> <p>Colour mixing and exploring colour.</p> <p>Observational drawings.</p> <p>Mother’s day cards/gifts.</p> <p>Easter crafts.</p> <p>Painting, drawing, collage – cutting and joining</p> <p>Model making – playdough, junk, construction.</p> <p>Role play – home corner, story retelling, developing own storylines in play.</p> <p>Look at the work of Gakonga and recreate.</p>
SUMMER	<p>Listen attentively and become more confident when speaking in group/class whole school situations.</p> <p>Discussions with others, using questions and full sentences.</p> <p>Encourage the development of opinions, reasoning and problem solving.</p> <p>Expand ideas, offer explanations and use learnt knowledge and vocabulary.</p>	<p>Keeping ourselves safe.</p> <p>Express emotions and feeling appropriately and consider those of others.</p> <p>Independent learning challenges.</p> <p>Focus and attention during large group work.</p> <p>Review and discuss their achievements in the first year of school.</p> <p>Transition to Year 1 .</p>	<p>Team games – negotiate space and consider others.</p> <p>Activate.</p> <p>Skills – sending and receiving.</p> <p>Keeping fit and healthy.</p> <p>Effects of exercise and eating on our bodies.</p> <p>Handwriting and letter formation – demonstrate accuracy.</p> <p>School events - Fun sports club, sports day, fun run.</p> <p>Ongoing fine motor skills in class – playdough, threading, building, pencil control, scissors and fixings in DT.</p>	<p>Phonics phases 2,3 & 4.</p> <p>Independent writing – applying phonological knowledge and correct spellings of tricky words.</p> <p>Understand what has been read and retell using own words and new vocabulary, and anticipate key events.</p> <p>Read words using known sounds, read simple sentences including some common words.</p> <p>Write recognisable letters, most correctly formed.</p> <p>Spell words using phonic knowledge and write simple, topic based sentences.</p>	<p>Counting beyond 20.</p> <p>Subitise up to 5.</p> <p>Number bonds to 5 and 10.</p> <p>Doubling to 10.</p> <p>Comparison of number to 10 (more, less, the same).</p> <p>Odds and evens to ten.</p>	<p>People who help us and people in our community.</p> <p>Look at our community – using maps, street plans. Compare with cities and rural cumbria.</p> <p>Seaside, travel and journeys in the past and today – use stories, images etc.</p> <p>Animals, plants etc you would see on your journey through the countryside, city, seaside.</p> <p>A story from my parents past.</p> <p>Seaside picnic food</p> <p>BeeBot – Mapping</p>	<p>Charanga</p> <p>Painting, drawing, model making – playdough, junk, construction.</p> <p>Self-evaluation of projects.</p> <p>Role play – home corner, café.</p> <p>Collage – cutting, joining and over lapping.</p> <p>Father’s day cards.</p> <p>Observational drawings of seashells.</p> <p>Learn and perform sea shanties.</p> <p>3d modelling of emergency vehicles.</p> <p>Land art – look at the work of Andy Goldsworthy and recreate.</p>