

Reception Curriculum Overview

The following curriculum plan is fluid and aspects of the ELG's are worked towards throughout the year. At Gorsey Bank Primary School we are constantly evolving our curriculum in response to the needs of our learners and in line with national strategies. For the most up-to-date information of what your child is learning please visit our class pages which are regularly updated throughout the year.

Reception: 2020 – 2021			
Theme	Autumn- You Choose - Identity	Spring- Happily Ever After - Hope	Summer- All Creatures Great and Small - Growth
Bookshelf Seasons come and Seasons go	You Choose, Pete the Cat, Colour Monster, Tree, The Same but Different too, Mr Men	Foggy Foggy Forest, Tree, something Else, The Three Little Pigs, Jack and the Beanstalk, Little Red, Circle, Triangle, Square	Bog Baby, Tree, Colours of the Rainbow, Where's the Starfish? David Attenborough, The Very Hungry Caterpillar.
Articles	Article 2: To understand all children have rights. Article 7: You have the right to a name Article 8: You have the right to an identity Article 28: You have the right to go to school.	Article 2: All children have rights no matter who they are. Article 27: You have the right to a safe place to live. Article 24: You have the right to nutritious food Article 15: You have the right to choose your own friends as long as it doesn't hurt others.	Article 31: You have the right to play and rest. Article 24: You have the right to safe water, healthy food, clothing and a clean and safe environment. Article 30: You have the right to your own culture, language and religion Article 29: Your learning should help you use your talents It should also help you learn protect the environment and respect other people
PSED	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs		
PD	Gross motor skills- Key Skills/ Dance/ Yoga Fine motor skills- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	Gross motor skills- Key Skills/ Games/ Gymnastics/Dance Fine motor skills- Use a range of small tools, including scissors, paint brushes and cutlery;	Gross motor skills- Key Skills / Gym/ Dance/Athletics Fine motor skills- Begin to show accuracy and care when drawing.
CL	Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding; Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy	Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading: Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound-blending; Writing: Write recognisable letters, most of which are correctly formed; Labels and captions , Letters , Lists , Non Chronological Reports	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters; Writing Stories (beg, mid, end) , Appropriate Openers , Instructions , Newspaper Reports	Comprehension: Anticipate – where appropriate – key events in stories; Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write simple phrases and sentences that can be read by others. Poetry , Adjectives , Invitations
Mathematics	Place value- numbers to 5, comparing groups Addition and Subtraction- Sorting, change within 5 Measurement- time	Addition and Subtraction- Numbers to 5, addition to 10 Place value- Numbers to 10 Geometry- Shape and Space	Geometry- exploring patterns Addition and Subtraction- Count on and back Place value- Numbers to 20 Multiplication and division- Numerical patterns Measurement- Measure
UTW	Past and Present: Talk about the lives of the people around them and their roles in society; People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; Technology: iPad: software	Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Technology: Beebot: algorithms	Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; People, Culture and Communities: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Technology: Laptop: information retrieval
EAD	Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative & expressive: Sing a range of well-known nursery rhymes and songs Singing Assembly Nativity	Creating with materials: Make use of props and materials when role playing characters in narratives and stories Being imaginative & expressive: Invent, adapt and recount narratives and stories with peers and their teacher Class Assembly	Creating with materials: Share their creations, explaining the process they have used Being imaginative & expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Spring Sing