

Reception Curriculum Overview

The following curriculum overview may be subject to change. At Gorseley Bank we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information about what your child is learning please visit our Reception page of the school website and Twitter Feeds which are regularly updated throughout the year.

Reception: 2021 – 2022			
Theme	Autumn- Identity	Spring- Hope	Summer- Growth
Bookshelf	You Choose, Tree, The Colour Monster Goes to School, The Same But Different Too, Mixed, The Mr Men Series	Foggy Foggy Forest, Tree, Marlon Bundo, Little People, Big Dreams - Ada Lovelace, Something Else, You're called What?	Bog Baby, Tree, We're all Wonders, The Very Hungry Caterpillar, Where's the Starfish? Little People Big Dreams - David Attenborough
Articles	<p>Article 2: To understand all children have rights</p> <p>Article 7: You have the right to a name</p> <p>Article 8: You have the right to an identity</p> <p>Article 28: You have the right to go to school</p>	<p>Article 2: All children have rights no matter who they are</p> <p>Article 12: You have the right to give your opinion and adults should listen</p> <p>Article 7: You have the right to a name</p> <p>Article 15: You have the right to choose your own friends as long as it doesn't hurt others</p>	<p>Article 12: All children have the right to express their views and opinions</p> <p>Article 24: You have the right to safe water, healthy food and clean and safe environment.</p> <p>Article 30: You have the right to your own culture, language, and religion.</p> <p>Article 29: Your learning should help you to use your talents. It should also help you protect the environment and help other people.</p>
PSED	The PSHE Curriculum is reactive to the needs of all our pupils. 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	<p>Gross motor skills- Fundamental Movement Skills and Locomotion</p> <p>Fine motor skills- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>	<p>Gross motor skills- Stability and Object Manipulation</p> <p>Fine motor skills- Use a range of small tools, including scissors, paint brushes and cutlery;</p>	<p>Gross motor skills- Gymnastics and Target Games</p> <p>Fine motor skills- Begin to show accuracy and care when drawing.</p>
CL	<p>Listening, Attention and Understanding: Understand how to listen carefully and why listening is important Learning new vocabulary, engage in storytime</p> <p>Speaking: Articulate ideas and thoughts in well formed sentences</p>	<p>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;</p> <p>Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>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.</p>
Literacy	<p>Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound-blending;</p> <p>Writing: Write recognisable letters, most of which are correctly formed; Labels and captions, Letters, Lists, Non Chronological Reports</p>	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>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;</p> <p>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</p>	<p>Comprehension: Anticipate – where appropriate – key events in stories;</p> <p>Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write simple phrases and sentences that can be read by others. Poetry, Adjectives, Invitations</p>
Mathematics -Number -Numerical Patterns	<p>Number and Place Value – numbers to 5</p> <p>Addition and Subtraction – sorting</p> <p>Number and Place Value – Comparing Groups</p> <p>Addition and Subtraction – Change within 5</p> <p>Measurement - Time</p>	<p>Addition and Subtraction- Numbers to 5, addition to 10</p> <p>Place value- Numbers to 10</p> <p>Geometry- Shape and Space</p>	<p>Geometry- exploring patterns</p> <p>Addition and Subtraction- Count on and back</p> <p>Place value- Numbers to 20</p> <p>Multiplication and division- Numerical patterns</p> <p>Measurement- Measure</p>
UTW	<p>Past and Present: Talk about the lives of the people around them and their roles in society;</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; Technology: iPad: software</p>	<p>Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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</p> <p>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</p>	<p>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;</p> <p>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.</p> <p>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</p>
EAD	<p>Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Being imaginative & expressive: Sing a range of well-known nursery rhymes and songs Singing Assembly Nativity</p>	<p>Creating with materials: Make use of props and materials when role playing characters in narratives and stories</p> <p>Being imaginative & expressive: Invent, adapt and recount narratives and stories with peers and their teacher Singing Assembly Class Assembly</p>	<p>Creating with materials: Share their creations, explaining the process they have used</p> <p>Being imaginative & expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Singing Assembly Spring Sing</p>