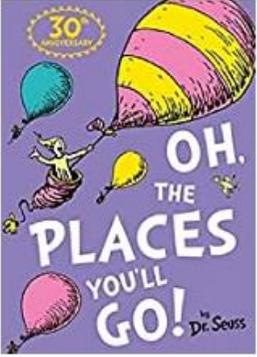
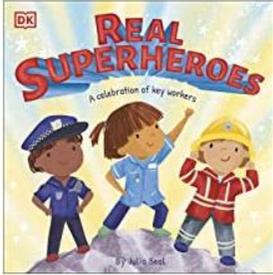




Curriculum Overview – Reception Class – 2022/23

Spring 2		Themes/Interests/Lines of enquiry		Books
Subject		People who help us/Our local area/Easter		
PSED	Self-Regulation	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspective of others</li> <li>• Manage their own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary</li> <li>• Ask questions to find out more information and check they understand what has been said to them</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments when being read to</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Connect one idea of another using a range of connectives</li> <li>• Describe events in some detail</li> <li>• Develop social phrases</li> <li>• Use talk to organise thinking and activities and explain how things happen and why</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story, once they develop deep familiarity with the text</li> <li>• Engage in non-fiction books</li> </ul>	 
	Managing Self			
	Building relationships			
Communication and Language	Listening, attention and understanding			
	Speaking			
	Gross Motor Skills			



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Physical development		<ul style="list-style-type: none"> <li>• Develop the skills they need to manage the school day successfully</li> <li>• Use one handed equipment such as scissors</li> <li>• Use a comfortable grip with good control when holding a pencil</li> <li>• Be increasingly independent when meeting their own care needs</li> <li>• Begin to develop overall body strength, co-ordination, balance and agility needed to engage in future physical education learning</li> <li>• Develop small motor skills using a range of tools such as pencils, paintbrushes, scissors, playdough tools, knife, fork and spoon.</li> <li>• Start to eat independently and use a knife and fork</li> <li>• Develop the foundations of a handwriting style which is effective and accurate</li> </ul>	
	Fine Motor Skills		
Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Know Different parts of the book (cover/author/blurb/page numbers etc)</li> <li>• Engage in extended conversations about stories learning new vocabulary</li> <li>• Answer questions about what they have read</li> <li>• Predict what might happen next in the story they read</li> <li>• Use set two sounds to blend words to read</li> <li>• Read a few common exception words such as 'said'</li> <li>• Read simple sentences</li> <li>• Write words with the sounds in which we have learnt</li> <li>• Form upper and lower case letters correctly</li> <li>• Know the upper and lower case letters</li> <li>• Write short sentences using capital letter and full stops</li> <li>• Read their work back to themselves to check that it makes sense</li> <li>• Write sentences which can be read by others</li> </ul>	
	Word Reading		
	Writing		



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Mathematics	Number	<ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Say one number for each item in order when counting</li> <li>• Know number bonds to 5</li> <li>• Recognise numerals to 15</li> <li>• Order numerals 0-15</li> <li>• Know doubles for numbers to 10</li> <li>• Know 1 more than numbers to 10</li> <li>• Know 1 less than numbers to 10</li> <li>• Odd and even</li> <li>• Know number bonds to 10</li> <li>• Addition and subtraction with numbers to 10</li> <li>• Using a part part whole model</li> <li>• Using a tens frame</li> <li>• Time – yesterday, tomorrow, today, before, after.</li> <li>• Continue, copy and create simple patterns (1-2-1-2)</li> </ul>	
	Numerical patterns		
Understanding the world	Past and Present	<ul style="list-style-type: none"> <li>• Looking at similarities between families and communities</li> <li>• Draw information from a simple map</li> <li>• Understand that some places are special to members of their community</li> <li>• Explore the natural world around them</li> <li>• Understand the effect of changing seasons on the world around them</li> </ul>	
	People, Cultures and Communities		
	The Natural World		
Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> <li>• Develop story lines in their pretend play</li> <li>• Begin to develop complex stories using small world play</li> <li>• Join different materials and explore different textures</li> <li>• Draw and paint with attention to detail (facial features)</li> <li>• Explore colour and colour mixing</li> <li>• Remember and sing songs</li> <li>• Sing in a group or on their own</li> <li>• Explore and engage in music making and dance in groups or solo</li> </ul>	
	Being Imaginative and Expressive		



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