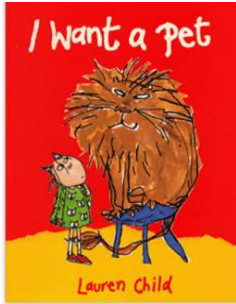
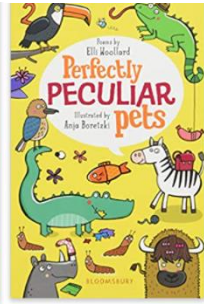
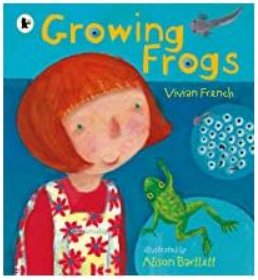
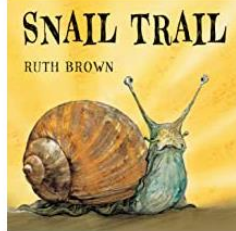

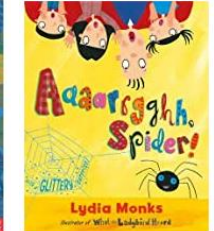




Curriculum Overview – Reception Class – 2022/23

Summer 1 <sup>st</sup>		Themes/Interests/Lines of enquiry	Books
Subject		<b>Growing/Aren't animals amazing?</b>	
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>	  
	Managing Self		
	Building relationships		
Communication and Language	Listening, attention and understanding	<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>	  
	Speaking		



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		<ul style="list-style-type: none"> <li>children answer 'how' and 'why' questions about their experiences and in response to stories</li> </ul>	
Physical development	Gross Motor Skills	<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 and beyond</li> <li>Say one number for each item in order when counting</li> <li>Know number bonds to 5</li> <li>Know number bonds to 10</li> <li>Recognise numerals to 20</li> <li>Count objects accurately</li> <li>Order numerals 0-20</li> <li>Partition teen numbers</li> <li>Know doubles for numbers to 10</li> <li>Know 1 more than numbers to 20</li> <li>Know 1 less than numbers to 20</li> <li>Recognise odd and even numbers to 20</li> <li>Addition and subtraction with numbers to 20</li> <li>Sharing equally</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>Describe what they see, hear and feel</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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