

RECEPTION CURRICULUM

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Key Question	What makes me special?	What does a story need?	What is it like where I live?	What hatches from an egg?	How are other countries different?	How have I changed since birth?
Breadth of Project	Immediate family, community, relationships	Storytelling, story mapping, retelling familiar stories	Where we live and special places in the local community	Exploring what hatches from an egg, investigating lifecycles	Comparing and contrasting a country with the UK	Exploring growth and change since birth, transition to Year 1
Core Texts						
	The Prouddest Blue, Ibtihaj Muhammad	The Princess and the Pea, Rachel Isadora	In Every House, on Every Street, Jess Hitchman	My Butterfly Bouquet, Nicola Davies	Here We Are, Oliver Jeffers	When I Grow Up, Tim Minchin



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Auxiliary Texts	My Hair, Hannah Lee I Like Myself, Karen Beaumont My Two Grannies, Floella Benjamin So Much! Trish Cooke Meesha Makes Friends, Tim Percival	The Frog Prince, Usborne Rapunzel, Once Upon a World Hansel and Gretel, Rachel Isadora The Knight Who Wouldn't Fight, Helen Doherty Zog, Julia Donaldson	Errol's Garden, Gillian Hibbs Homes Around the World, Heinemann	An Egg is Quiet, Dianna Hutts Aston The Amazing Lifecycle of Butterflies, Kay Barnham And Tango Makes Three, Justin Richardson Croc and Bird, Alexis Deacon	Introducing Africa, Chris Oxlade The Ugly Five, Julia Donaldson Antartica, Usborne Beginners Lost and Found, Oliver Jeffers	I'm Growing, Akili I'm Actually Really a Grown-Up Now, Maisie Paradise Shearring When We Grow Up, Melanie Walsh Ravi's Roar, Tim Percival The Lion Inside, Rachel Bright Dear Teacher, Amy Husband
Project Hook	Exploration Walk A walk around the school site to get to know their new environment.	Storytelling Workshop Visit from Big Foot Arts for a storytelling workshop	Google Earth Looking at our homes using Google Earth	Hatching Project Hatching ducklings, butterflies in a butterfly garden	Creature Ark First-hand experience of seeing and touching animals from around the world	Guess Who? Sharing baby photographs to explore and discuss how we have changed over time
Visits and Visitors	Key Person Parent Morning – getting to know each other	Key Person Parent Morning – Storytelling workshop	Local walks to places special to us in the local community	Visit to the school pond	Visit from Creature Ark animals. Touching, holding and learning about animals from different countries.	Visit from key people in school that they will meet moving into Year 1 A visit to Lotherton Hall
Community Links	Festival celebrations Parents attending Key Person Morning	Festival celebrations Sharing favourite stories from our own homes	Festival celebrations Sharing of family photographs of our homes to create our own 'Every House on Every Street' community provision. Visiting places within the community.	Festival celebrations Exploring local wildlife and nature by conducting nature walks in the local area	Festival celebrations Comparing our community with the rest of the world	Festival celebrations Meeting new people in our school community
Literacy	Reading Core Text Fiction: The Proudest Blue Reading Skills Study the front cover of a book and make predictions. Make comments about characters and events. Summarise orally what happened in the story Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences.	Reading Core Text Fiction: The Princess and the Pea Reading Skills Study the front cover of a book and make predictions. Make comments about characters and events. Summarise orally what happened in the story Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences.	Reading Core Text Fiction: In Every House on Every Street Reading Skills Study the front cover of a book and making predictions. Make comments about characters and events. Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand).	Reading Core Text Fiction: My Butterfly Bouquet Reading Skills Study the front cover of a book and make predictions and inferences Make basic inferences about characters and storyline throughout the text Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand).	Reading Core Text Fiction: Here We Are Reading Skills Study the front cover of a book and make predictions and inferences. Make basic inferences about characters and storyline throughout the text. Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand).	Reading Core Text Fiction: When I Grow Up Reading Skills Study the front cover of a book and make predictions and inferences. Make basic inferences about characters and storyline throughout the text. Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand).



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<p>Basic retrieval – find the answer in the text. Non-fiction books – their uses and features.</p> <p>Phonics Follow the Little Wandle programme – Phase 2</p> <p>Spelling Identify the initial letter sound in words Orally segment words Use grapheme/phoneme correspondences (GPCs) in conjunction with segmenting skills to begin to spell words Spell high frequency words and common exception words within Little Wandle Phase 2.</p> <p>Grammar and Punctuation Construct simple sentences orally by combining words Join words and joining clauses orally using ‘and’ Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name and family members Separation of marks with spaces</p> <p>Writing Genres Learn the basic format of an invitation and will write names and any other additional words as appropriate. Learn the basic format of a vertical list begin to read lists or write, using some accurate sounds, lists relating to their own interests or of project related items.</p>	<p>Basic retrieval – find the answer in the text. Non-fiction books – their uses and features.</p> <p>Phonics Follow the Little Wandle programme – Phase 2</p> <p>Spelling Identify the initial letter sound in words Orally blend and segment words Use grapheme/phoneme correspondences (GPCs) in conjunction with segmenting skills to begin to write words using a range of resources including letter cards, magnetic letters and writing implements. Spell high frequency words and common exception words within Little Wandle Phase 2.</p> <p>Grammar and Punctuation Construct simple sentences orally by combining words Join words and joining clauses orally using ‘and’ Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name and family members Separation of words with spaces Begin to explore use of capital letters and full stops to demarcate sentences</p> <p>Writing Genres Revisit the basic format of an invitation and will write names and any other additional words as appropriate.</p>	<p>Ask ‘I wonder...’ questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences. Basic retrieval – finding the answer in the text. Recap the story including characters and main events using a ‘story hand’. Non-fiction books – their uses and features. Begin to make simple inferences related to the text</p> <p>Phonics Follow the Little Wandle programme – Phase 3</p> <p>Spelling Identify the initial letter sound in words Blend and segment words whole words Use grapheme/phoneme correspondences (GPCs) in conjunction with segmenting skills to begin to write words. Blend to read and segment to write CVC words using Phase 2 and Phase 3 GPCs. Spell high frequency words and common exception words within Little Wandle Phase 2 and Phase 3.</p> <p>Grammar and Punctuation Construct and write captions and simple sentences by combining words Join words and join clauses in writing using ‘and’ and ‘because’</p>	<p>Ask ‘I wonder...’ questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences. Recap the story including characters and main events using the ‘Comprehension Hand’. Answer true or false questions about the text. Study an illustration/freeze frame and saying ‘What happens next?’ Answer ‘Who am I?’ questions</p> <p>Phonics Follow the Little Wandle programme – Phase 3</p> <p>Spelling Use grapheme/phoneme correspondences in conjunction with segmenting skills to write words. Spell high frequency words and common exception words within Little Wandle Phase 3.</p> <p>Grammar and Punctuation Write sentences and more complex sentences by combining words Re-read what has been written to check that it makes sense and to self-assess punctuation. Write regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Join words and join clauses in writing using ‘and’ and ‘because’ Capital letters for own name, family members and at the start of each sentence Separation of words with spaces</p>	<p>Ask ‘I wonder...’ questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences. Recap the story including characters and main events using the ‘Comprehension Hand’. Answer true or false questions about the text. Study an illustration/freeze frame and saying ‘What happens next?’ Answer ‘Who am I?’ questions</p> <p>Phonics Follow the Little Wandle programme – Phase 3</p> <p>Spelling Use grapheme/phoneme correspondences in conjunction with segmenting skills to write words.</p> <ul style="list-style-type: none"> Spell high frequency words and common exception words within Little Wandle Phase 3. <p>Grammar and Punctuation Write more complex sentences by combining words Re-read what has been written, to check that it makes sense and to self-assess punctuation. Join words and join clauses in writing using ‘and’ Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Use a conjunction in writing. Separation of words with spaces</p>	<p>Ask ‘I wonder...’ questions in response to illustrations, events in the story, etc. Link the text to their own first-hand experiences. Recap the story including characters and main events using the ‘Comprehension Hand’. Answer true or false questions about the text. Study an illustration/freeze frame and saying ‘What happens next?’ Answer ‘Who am I?’ questions</p> <p>Phonics Follow the Little Wandle programme – Phase 4</p> <p>Spelling Using grapheme/phoneme correspondences in conjunction with segmenting skills to write sentences. Spelling high frequency words and common exception words within Little Wandle Phase 4.</p> <p>Grammar and Punctuation Write more complex sentences by combining words Re-read what has been written to check that it makes sense and to self-assess punctuation. Regularly use conjunctions in writing. Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name, surname, friends and family members. Separation of words with spaces.</p>
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	<p>Create story maps using drawings</p>	<p>Revisit the basic format of a vertical list begin to read lists or write, using some accurate sounds, lists relating to their own interests or of project related items. Create story maps using drawings, words and captions</p>	<p>Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name, family members and at the start of each sentence Separation of words with spaces Develop consistent use of capital letters and full stops to demarcate sentences Writing Genres Complete sentence starters to create simple instructions Create a simple stories using their own story maps</p>	<p>Developing consistent use of capital letters and full stops to demarcate sentences Writing Genres Use sentences to create an information page about nature Create simple stories using their own story maps that have a beginning, middle and end</p>	<p>Consistent use of capital letters and full stops to demarcate sentences Writing Genres Write an information page about an animal/country Label a map Innovate familiar stories by changing plot, character, setting, etc. Develop stamina for writing through extended story writing</p>	<p>Consistency in capital letters, full stops or question marks to demarcate sentences. Writing Genres Write a simple letter to their new teacher Write stories using a range of simple story language</p>
Maths	<p>The children will: Match and sort and compare Talk about measure and patterns Represent, compare and compose 1, 2 and 3 Subitise Explore circles and triangles</p>	<p>The children will: Represent, compare and compose of 1, 2, 3, 4, 5 Be introduced to zero Subitise Explore shapes with four sides</p>	<p>The children will: Review numbers 1 – 5 Representation, comparing and composition of 6, 7, 8 Subitise Combine two groups Measure length, height and time</p>	<p>The children will: Length and height and digging deeper Represent, compare and compose of 9, 10 Bonds to 10 Doubles to ten Explore odds and evens Name and recognise 3D shapes Find 2D shapes within 3D shapes Create shape patterns</p>	<p>The children will: Build numbers beyond 10 Count verbally beyond 20 Add more and take away Double Select, rotate and manipulate shapes Compose and decompose shapes Share and group</p>	<p>The children will: Share and group Identify units of repeating patterns Explore and compare patterns Investigate positions</p>
Communication and Language	<p>The children will: Roleplay in a group, retelling familiar stories. Talk about their likes and dislikes. Talk about who lives at their house, who is in their immediate and extended family. Talk about things I like to do with my family. Begin to understand and respond to 'What?' and 'Why?' questions</p>	<p>The children will: Listening to stories and joining in with repeated refrains. Retelling stories with actions. Roleplaying in a group using familiar stories. Discussing keys characters and storytelling. Extending vocabulary using 'Word Aware' words. Begin to understand and respond to 'What?' and 'Why?' questions</p>	<p>The children will: Retell familiar stories using their own words or some story language. Use words learnt through Word Aware and non-fiction texts accurately in their speech, such as building names. Use a connective such as 'and' and 'but' to talk about special places in the community. Use descriptive language to talk about where they live. Understand and respond to 'What?' and 'Why?' questions</p>	<p>The children will: Extend vocabulary by naming animals and life-cycle. Construct sentences using a connective such as 'and' and 'but' to talk about the life cycle processes. Use descriptive language when retelling simple events. Enjoy hearing new words relating to non-fiction texts. Understand and respond to 'What?' and 'Why?' questions</p>	<p>The children will: Develop and say their own stories using experiences from books. Use topic specific words in conversation, such as reptile vocabulary. Understand and respond to 'What?' and 'Why?' questions Learn and use new vocabulary in relation to Reptile Reporter. Use well-formed sentences about reptiles. Regularly ask questions to find things out.</p>	<p>The children will: Develop and say their own stories using experiences from books. Use topic specific words in conversation. Understand and respond to 'What?' and 'Why?' questions Learn and use new vocabulary. Use well-formed sentences about a range of topics. Regularly ask questions to find things out. Construct more complex sentences orally.</p>




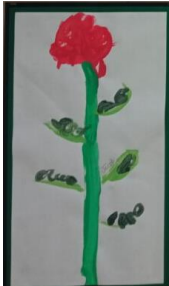




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					Construct more complex sentences orally.	
Physical Development	<p>The children will:</p> <p>Gross Motor – Create large-scale construction outdoors to make homes and buildings familiar to the children and so on, use the blue foam bricks and loose parts construction materials. Explore moving in different ways on the climbing frame by stepping, pulling up etc.</p> <p>Fine Motor - Explore a range of mark making tools to support range of pencil grasp, such as, paintbrushes, cutlery, cutters, pencils and so on.</p> <p>Being Independent with Care and Health - Learn sequences of the day including care routines in our families and homes. Talk about food that we eat in school and with our families, is it healthy or unhealthy?</p>	<p>The children will:</p> <p>Gross Motor – Focus on large-scale construction outdoors, using foam equipment (castle building). Develop whole body movements, using the playground space, running, jumping, skipping (hobby horses and knights).</p> <p>Fine Motor - Use a range of mark making tools provided to support range of pencil grasp.</p> <p>Being Independent with Care and Health - Confidently make a lunch choice. Redress after toileting.</p>	<p>The children will:</p> <p>Gross Motor - Confidently carry out sequences of moves in the outdoor space, such as playground equipment, simple apparatus, etc. Aim, pass or bat a medium-sized ball with a peer. Use a balance bike with accuracy and safety.</p> <p>Fine Motor - Form most letters correctly using a quadrupod and tripod pencil hold. Show good posture when sitting to eat or write.</p> <p>Being Independent with Care and Health - Be clean and dry throughout the day, select aprons and change wet clothes independently. Talk about safety with road-crossing in the community and practise this on community walks.</p>	<p>The children will:</p> <p>Gross Motor – Continue to carry out sequences and speeds of moves in the outdoor space, such as playground equipment, simple apparatus, etc. Continue to develop, aim, pass or bat a medium-sized ball with a peer. Refine use of a balance bike with accuracy and safety.</p> <p>Fine Motor - Continue to form most letters correctly using a quadrupod and tripod pencil hold. Confidently use good posture when sitting to write. Use a range of tools accurately.</p> <p>Being Independent with Care and Health - Continue to choose new food and tases at lunchtime. Be clean and dry throughout the day, select aprons and change wet clothes independently.</p>	<p>The children will:</p> <p>Gross Motor – Show control and balance on a pedal bike. Show fluency and grace when moving in a variety of ways. Show strength and agility. Pass or bat a ball in a range of shape and sizes.</p> <p>Fine Motor - Form all letters correctly and efficiently. Use an effective pencil hold such as tripod or dynamic. Show excellent posture for sitting and a table. Use a range of tools competently and for a purpose, including tools for pointilism.</p> <p>Being Independent with Care and Health - Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>	<p>The children will:</p> <p>Gross Motor – Show control and balance on a pedal bike. Show fluency and grace when moving in a variety of ways. Show strength and agility. Pass or bat a ball in a range of shape and sizes.</p> <p>Fine Motor - Form all letters correctly and efficiently. Use an effective pencil hold such as tripod or dynamic. Show excellent posture for sitting and a table. Use a range of tools competently and for a purpose.</p> <p>Being Independent with Care and Health - Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>
Personal, Social and Emotional Development	<p>The children will:</p> <p>Discuss what makes them feel happy, safe and secure at school. Talk about likes and dislikes. Make friends and build relationships with staff and children.</p>	<p>The children will:</p> <p>Make friends and build relationships with staff and children. Join in with the play of others to tell a story. Engage in cooperative play as part of a group. Turn take. Use key characters to talk about feelings and emotions.</p>	<p>The children will:</p> <p>Talk confidently about themselves, including where they live and the special places in their community. Notice the different between our special places in the local area. Talk about their own and the feelings of others and give them a label. Be more resilient and persevere when challenged.</p>	<p>The children will:</p> <p>Develop confidence and the ability to talk confidently in new situations e.g. exploring chick eggs. Respond appropriately to the needs and wishes of peers during new situations. Develop resilience and perseverance and bounce back after challenges.</p>	<p>The children will:</p> <p>Develop the ability to manage their own needs. Identify and moderate own feelings socially and emotionally. Consider different roles that their peers might want to play. Continue to develop confidence in new situations, such as talking to new adults.</p>	<p>The children will:</p> <p>Continue to develop the ability to manage their own needs. Identify and moderate own feelings socially and emotionally. Consider different roles that their peers might want to play. Continue to develop confidence in new situations, such as talking to new adults.</p>



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<p>Understanding the World</p>	<p>The children will: Know who is in their family and recall extended family members. Understand the different places where their family live. Compare and contrast old and new photographs of family, then and now. Become familiar with the new environment, getting to know what is where in the classroom and around school. Identify physical differences between themselves and others.</p>	<p>The children will: Explore texts from a range of cultures, including texts from the past and the present. Explore changes over time, story themes and experiences. Talk about vehicles from the past using stories. Explore historical themes through stories looking at the monarchy – Kings/Queens/Prince/Princess Explore the changes from Autumn and Winter, including creating weather reports, local wildlife and learning about hibernation. Observe and explore a range of natural processes, including shadows and ice melting. Autumn walk using view finders.</p>	<p>The children will: Get to know their local environment and community, including places of worship and places important to us including, local shops, homes of family and friends. Look at how the local area has changed. Explore maps and photographs of the school, home, walk to school and local area. Know where they live and parts of their address, naming places and place names. Share experiences of familiar people across the community, such as doctors, hairdressers, dentists. Enjoy winter walk using view finders. Use Beebots to explore a map of the local area.</p>	<p>The children will: Explore the changes as we move into Spring, including growth and change in the natural world. Enjoy the appearance of flowers and plants, creating observational drawings and diaries. Explore and grow familiar plants that the children can name and describe. Draw and label simple pictures of familiar plants. Learn about how animals have an impact upon the environment, including bees and butterflies. Spring walk using view finders.</p>	<p>The children will: Explore the world as the wider community, contrasting other countries and places with the UK and Leeds. Identify what is the same or different between these environments. Investigate world maps, atlases and globes, finding the countries where reptiles live. Explore lifecycles of reptiles. Investigate artefacts from other countries.</p>	<p>The children will: Explore the changes as we move fully into summer. Explore the human lifecycle, including how the human form changes over time. Look at baby photographs of themselves (past) and those of staff and significant members of family, ordering them chronologically. Explore changes in Summer. Use cameras or iPads to take photographs of the local environment.</p>
<p>Expressive Arts and Design</p>	<p>Drawing The children will use line and shape to draw a basic self-portrait. They will study the artist Amrita Sher-Gil.</p> 	<p>Sculpture The children will shape clay with their fingers to create clay characters. They will study the artist Samuel Makoanyane.</p> 	<p>Mixed Media The children will cut, tear and stick mixed media to create a collage of the Leeds skyline. They will study the artist Gail Bartel.</p> 	<p>Painting The children will use thick and thin paint brushes to create shapes that represent flowers. They will study the artist Marilyn Spellman.</p> 	<p>Freestanding structures The children will make a junk-model boat to carry their 'Mini-Me' character across water. They will study the artist Chris Gilmour.</p> 	<p>Drawing The children will use more precise line and shape to draw a self-portrait, adding colour by colouring in one direction. They will study the artist Frida Kahlo.</p> 



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SHAKESPEARE PRIMARY SCHOOL

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