

CURRICULUM BLOCK UNITS		Reception	
<i>SUBJECT</i>	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important. Children talk about themselves and their family. Engage in story times. Children listen to prayers and Bible stories. Children become familiar with school rules Children begin to learn our class and school prayers. Children participate in our Reception Nativity, saying lines and acting out the story through movement. Through visits to our church, collective worship, and class-based enquiry, children develop an understanding of celebrations throughout the world.</p>	<p>Children articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books, discovering and investigating new topics and enjoying rich new vocabulary. Through learning opportunities and discussions, children begin to theme their own environment to reflect their interests and what they have been learning. Children describe events in some detail. Children use talk to solve problems and organise thinking. Children develop curiosity, enjoying activities and explaining how things work and why they might happen.</p>	<p>Through many learning experiences, visits and practical activities children have developed skills of enquiry where they confidently ask how and why. Children are able to identify the next step in their learning. Children can retell stories once they have developed a deep familiarity with the text; they are confident to make sensible predictions and develop alternative endings to familiar stories. Children use new vocabulary in different contexts. Children confidently discuss their learning and talk about what they would like to learn next. Children concentrate well, displaying a readiness for more formal learning.</p>

<p>Personal, Social and Emotional Development</p>	<p>Children learn to manage emotions. Children develop a positive sense of self. Children learn to have confidence in their own abilities. Children develop friendships and learn to negotiate. Children see themselves as a valuable individual. Children get to know each other. Children begin to express their feelings and consider the feelings of others. Children begin to take turns with others. Children listen to what the teacher says.</p>	<p>Children show resilience and perseverance in the face of challenge. Children identify and moderate their own feelings socially and emotionally. Children are confident to try new activities. Children manage own basic hygiene and personal needs. Children understand the importance of good health, including oral health and healthy eating. Children are developing friendships. Children have developed empathy and show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children are confident to try new activities, both in school and outside. Children understand and can explain the reasons for rules</p>	<p>As the children's friendships have developed, they are now able to think about the perspectives of others. Children manage their own needs. Children enjoy their learning in school and are confident to talk about what they would like to learn next. Children are confident to multi-task in the classroom. Children are aware that they are ready to move on to the next stage in their learning. Children happily discuss making the transition to Year 1.</p>
<p>Physical Development</p>	<p>Children develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Children use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children develop overall body-strength, balance, co-ordination, and agility through games sessions where they use equipment and our outdoor area.</p>		

Children further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Children develop fine motor skills- holding pencil correctly, using scissors etc Children revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Children further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Children develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
Children know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Children combine different movements with ease and fluency. Children develop the foundations of a handwriting style which is fast, accurate and efficient. Children confidently and safely use a range of large and small apparatus indoors and outside and in a group.

Literacy

Children begin to read individual letters by saying the sounds for them. Children enjoy stories and rhymes in the classroom. Children anticipate (where appropriate) key events in stories. Children write their name. Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children anticipate (where appropriate) key events in stories. Children use story language in role-play. Children say a sound for each letter in the alphabet. Children begin to blend. Children begin to write graphemes, some of which are correctly formed.

Children enjoy a greater range of stories; they are confident to choose books they are interested in and want to learn about. Children explore different forms of writing, e.g lists and letters. Children begin to write familiar words. Children transfer their ideas into sentences. Children are progressing through learning phonics and are transferring their skills to their writing, sometimes writing full sentences. Children are making progress through our phonics-based reading scheme. Children can write simple sentences, captions and phrases. Children can blend and decode many digraphs and trigraphs. Children recognise frequently used tricky words. Children use phonics skills to spell.

Children write simple phrases and sentences that can be read by others. Children use capital letters and full stops when writing sentences. Children enjoy a wide range of books and texts. Children explore real words and pseudo words. Children use their phonic skills to read and spell words. Children can re-tell stories and make predictions. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Children re-read what they have written to check that it makes sense. Children use narrative skills and story knowledge when they re-enact in play. Children develop their vocabulary through their learning; this is evident both in their conversations and in their writing. Children read and recognise common exception words and are beginning to use them in their writing. Writing is decodable and can be read by others.

<p style="text-align: center;">Phonics</p>	<p>Phase 2/3 Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 2 Autumn 1 • Phase 3 Autumn 2 • Phase 2 actions, images and handwriting Phase 3 actions, images and handwriting • Practise letter sounds • Oral segmentation and blending • Reading and writing phase 2 and 3 HFW and CEW • Teach segmentation for spelling. <p style="text-align: center;">PROGRESS Secure at phase 2 by the end of Autumn 1</p>	<p>Phase 3 Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 3 • Phase 3 Mastery • Practise blending for reading Practise segmentation for spelling • Reading and writing of phase 3 CEW • Read two-syllable words. • Practise reading and writing captions/sentences. <p style="text-align: center;">PROGRESS Secure at phase 3 mastery by end of Spring 2.</p>	<p>Phase 4 Unlocking Letters and Sounds</p> <ul style="list-style-type: none"> • Phase 4 • Phase 4 mastery • Introduce and practise reading and spelling CVCC words. • Teach blending of polysyllabic CVCC and CCVC words. • Teach blending of CCVCC words and polysyllabic CCVCC words • Teach blending of CCCVCC words Teach reading and spelling of phase 4 CEW • Introduce and practise reading and spelling words with adjacent consonants. • Practise reading polysyllabic words Writing sentences. <p style="text-align: center;">PROGRESS Secure at phase 4 by end of Summer 2.</p>
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Mathematics

Children sort and match objects. Children compare amounts up to 5. Children compare size, mass and capacity. Children explore patterns and repeating patterns. Children identify representations of 1,2,3. Children explore the composition of 1,2,3. Children look at shape in the classroom environment.

Children recognise and count on and back to 4. Children begin to subitise up to 5. Children practice counting forwards and backwards. Children learn to use 5 frames. Children investigate one more/one less. Children build and count - different shapes (with 5).

Children discuss night and day by ordering their daily routines. Children learn the days of the week through stories

Children begin to learn why zero is important. Children play number games comparing numbers to 5. Children subitise 0-5 with objects/dots. Children discuss amounts using the language fewer/same/more.

Children look at different ways to make 4 and 5. Children explore number bonds to 5. Children use classroom equipment to compare mass and capacity. Children are confident with 2D shapes, being able to name them and identify them. Children play counting games, representing 6,7,8 in different ways. Children count out from a larger group. Children use sorting objects, bowls and number cards to make pairs.

Children combine 2 groups - early doubling. Children explore part whole model. Children investigate length and height. Children use language associated with time - yesterday, today, tomorrow Children count to 10 forwards and back. Children investigate and show different ways of representing 9 and 10. Children develop their knowledge of how to compare numbers to 10.

Children subitise larger numbers (beyond 5) and explore their composition (e.g. 9 is 3,3,3)

Children consolidate and further develop their knowledge and progression in their key skills for: • Subitising • Counting • Composition • Sorting and matching • Comparing and ordering • Numbers and counting patterns beyond 10 • How many is 100? • Jigsaws and shape puzzles • Matching shapes and patterns • Shape puzzles - squares, rectangles and triangles • Adding more and taking away • Number rhymes • Devise and record number stories, using pictures, numbers and symbols

Doubling • Sharing and grouping • Even and odd • Find half / make equal groups • Make models with 2D and 3D shapes • Compare models

		<p>Children expand their knowledge of number bonds to 10 - ten frames, fingers, beads etc. Children begin exploring, investigating and practicing halving/doubling/sharing. Children begin to learn the names of 3D shapes. Children further explore repeated patterns e.g AB, ABB and ABBC Children practise estimating a number of different objects.</p>	
<p>Understanding the World</p>	<p>Children talk about members of their immediate family and community. Children make a family tree. Children name and describe people who are familiar to them. Children discover the natural world in their school environment. Autumn. Children learn about different beliefs and celebrations throughout the world. Children learn about the tradition of celebrating Christmas past and present.</p>	<p>Children compare environments from around the world. Children discuss their experiences of museum trips and cultural experiences (trip). Children learn about the world through non-fiction literature, both factual and story based. Children experiment in class to examine the change from solid to liquid and vice versa. Children learn about extreme climatic differences in world environments. Children are familiar with our church through regular visits. Children visit our local shops. Children can compare and contrast different countries. Children draw a map of the classroom/school. Children paint close observations of spring flowers.</p>	<p>Children discuss what they would like to do when they grow up. Children learn about people who help us. Children plant seeds for our edible garden. Children can name the different parts of a plant. Children experience food from around the world in a cultural picnic. Children learn about insects and minibeasts. Children learn about animals and their habitats. Children visit Whipsnade Zoo. Children make use of the ipads. Children begin to learn how to log on. Children begin to learn how to use a paint program.</p>

<p>Expressive Arts and Design</p>	<p>Children begin to role-play with each other as they build their friendships. Children paint self-portraits thinking of the appropriate colours to use. Children learn and sing a range of nursery rhymes, songs and poems. Children develop storylines in their pretend play. Children sing in a group, increasingly matching the pitch and following the melody. Children perform songs and act out the story of The Nativity. Children use a range of tools to make a Christmas hanging decoration. Children use a range of techniques to design and create a Christmas card.</p>	<p>Children look at a particular style of art e.g. pointillism. Children learn about primary colours. Children experiment with mixing colours. Children work collaboratively creating, sharing ideas, resources, and skills. Children paint close observations of spring flowers. Children make a Mothering Sunday gift/card experimenting with different materials.</p>	<p>Children listen attentively, move to and talk about music, expressing their feelings and responses. Children take part in our Annual Thanksgiving service. Children watch and talk about dance and performance art, expressing their feelings and responses. Children learn a dance routine. Children perform a dance in front of an audience. Children use a range of materials, textures, colours and techniques to create animal artwork.</p>
<p>Religious Education</p>	<p>Love Who made the wonderful world? Harvest Welcome Bible Story - Creation Forgiveness Why is Christmas special for Christians? Nativity Christingle Bible Story - Jesus' birth</p>	<p>Faith What is so special about Easter? Lent Holy Week Bible Story - The Easter Story Friendship Bible Story - Jonah and the whale</p>	<p>Hope What makes a place special? Annual service of thanksgiving Bible Story - Noah's Ark Peace What can we learn from stories? Bible Story - Jesus calms the storm</p>