

# Reception Curriculum Overview - Steeple Claydon School 2024-25

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	The Something		Star in a jar		Juniper Juniper		Little Red		The extraordinary gardener		The storm whale	
<b>Literacy</b> Ready Steady Write	Narrative	Recount	Narrative	Information	Narrative	Instruction	Narrative	Instruction	Narrative	Instruction	Narrative	Poem
<b>Phonics</b> RWInc	Baseline /Teach set 1 sounds		Recap set 1 /ditty Oral blending, initial sounds		Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk		Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk		Read all Set 1 sounds speedily Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk		Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily Can hold a sentence and write it accurately	
<b>Maths</b> (NCTEM)	Baseline /composition of 1,2,3 Patterns		Composition of 1,2,3,4,5 Circle, triangle, square		Composition of 5,6,7,8 Mass, capacity, length, height, time		Composition of 9,10 Exploring 3D shapes		To 20 and beyond Manipulate, Compose and decompose		Visualise, build and map Make connections	
<b>Physical</b> St+All Gross motor	Baseline, Space, Sharing, Rolling		Dribbling ball with feet Dribbling ball with hands		Space, Sharing, Rolling		Shapes, jumps, balances, rolls		Catching, throwing		Running fast, competition	
<b>Fine motor</b> Checkpoints	Baseline Focus on correct scissor hold Can copy some recognisable letter shapes from name.		Holds pencil in fingers Shows a preference for a dominant hand.		Focus on tripod grip, draw, representing recognisable objects or shapes in work.		Use scissors to cut along curved lines, holding scissors in the correct position.		Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters.		Hold a pencil effectively in preparation for fluent writing - using the tripod grip Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
<b>Communication and language</b> Checkpoints	Baseline, Speechlink check, confident to talk in a small group, whole class, interactions with peers and adults, can follow a series of instructions		Language link check, Can contribute relevant comments in a conversation, uses talks to communicate needs, news, feelings and ideas. Uses new taught vocabulary.		Follows complex instructions. Responds to discussion with comments and questions. Enjoys being part of conversations and discussions and uses new vocabulary in context.		Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.		Make comments about what they have heard and ask questions to clarify their understanding. 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.		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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
<b>PSED</b> Checkpoints	Baseline Can focus attention in a group situation		Can identify a wider range of feelings, can focus attention in a whole class group for a teaching session, e.g. phonics.		Can label and talk about own and others' emotions. Responds well to more complex instructions in		Completes set challenges/tasks independently.		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		Give focused attention to what the teacher says, responding appropriately even when engaged in an activity,	

	<p>for a short period of time. follows the rules as part of the new routine. Confident to access the environment with minimal support Can play with other children without adult support. Can take turns sometimes with support, follow class rules with support</p>	<p>Is willing to keep trying if something is difficult or challenging. Makes independent choices, persevere when difficulties arise Is able to identify when another child is upset and respond appropriately. Follow class rules</p>	<p>smaller groups, but can need visual reminders in larger groups. Confidently tackle new challenges Can explain why class rules are important</p>	<p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. Can co-operate with others, take turns, will listen to advice on how to solve disagreements</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others.</p>	<p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>
<p>Reception PKC Understanding the World</p>	<p>All about me</p>	<p>Journeys</p>	<p>Knows some ways to keep healthy.</p>	<p>Growing and Changing</p>	<p>Kings and Queens</p>	<p>Stories from the past</p>
<p>Expressive Art and design Checkpoints</p>	<p>Uses a range of different techniques and variety of materials, can hold scissors correctly with scissors to make snips Uses drawing materials to create pictures with a range of lines and shapes. Experiments with instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Makes some independent choices about the resources needed and talks about creations. and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings. Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.</p>	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Cuts along curved lines with scissors Mixes colours to produce different shades and combines materials to create different textures. Plays a range of percussion instruments Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.</p>	<p>Make use of props and materials when role playing characters in narrative and stories Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Invent, adapt and recount narrative and stories with peers and their teachers Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music</p>	<p>Share their creations, explaining the processes they have used Perform songs, rhymes, poems and stories with others, Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music</p>