



# Reception Curriculum



At St. Oswald's our early years prepares our children for the learning journey ahead of them in later years. We are delighted that the quality of our provision has been recognised with the accreditation of our Early Years Quality Mark. Through basing our vision on 'Life in all its fullness' (John 10:10) and 'Teach children how they should live and they will remember it all their life.' (Proverbs 22:6) we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others. We will develop resilience and a love of learning, which will enable children to achieve their aspirations.

- R** - Resilience
- A** - Aspirational
- I** - Inquisitive
- N** - Nurturing
- B** - British Values
- O** - Oracy
- W** - Wellbeing



## End of Reception expectations (Early Learning Goals) Prime Areas of Learning

Self-Regulation	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
Listening, Attention & Understanding	<ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teach-</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</li> </ul>
Gross Motor Skills	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and</li> </ul>
Fine Motor Skills	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>



## Specific Areas of Learning

Comprehension	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate - where appropriate - key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Say a sound for each letter in the alphabet and at least 10 digraphs;</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> </ul>
Number	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
Past & Present	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture & Communities	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Creating with Materials	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
Being Imaginative & Expression	<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>



## 7 Areas of Learning



### **Communication and Language**

Wellcomm, NELI, Helicopter stories

### **Personal, Social and Emotional Development**

Development Matters

### **Physical Development**

Get Set 4 PE, Squiggle while you wiggle, Dough Disco

### **Literacy**

Read Write Inc

### **Mathematics**

Mastering Number

### **Understanding the World**

Development Matters

### **Expressive Arts and Design**







Access Art

# Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.

<p><b>Planning Peter</b> Plans and reflects on what has gone well and what he might do differently next time.</p> 	<p><b>Resilient Reggie</b> Keeps on trying even when things are difficult or tricky.</p> 	<p><b>Learning Lenny</b> Loves to learn new things. He is enthusiastic about learning.</p> 
<p><b>Curious Cleo</b> Is interested in why things happen and how things work. She is always asking questions.</p> 	<p><b>Inventive Ivy</b> Has own ideas about what she wants to do and finds ways to solve problems.</p> 	<p><b>Brave Bonnie</b> Is always prepared to have a go, even if it is something new or different.</p> 

# Our Topics

Autumn 1		Magical Me
Autumn 2		Colour, Shimmer & Shine
Spring 1		Up, up, up and Away!
Spring 2		Dinosaurs
Summer 1		Mini beasts
Summer 2		Super heroes

