



Reception Curriculum

Communication and Language Reception children

Educational programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

Reception children will be learning to:	Planning: how this will look in practice:
<p><i>Understand how to listen carefully and why listening is important</i></p>	<p><i>We promote and model active listening skills: For example, “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</i></p> <p><i>We signal when we want children to listen: “Listen carefully now for how many animals are on the broom.”</i></p> <p><i>We link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</i></p> <p><i>We use visuals to encourage good listening. These visuals are introduced in the nursery class.</i></p>

<p>Learn new vocabulary.</p>	<p><i>We identify new vocabulary before planning activities. These are included in our planning and take into account the language introduced through the National Curriculum.</i></p> <p><i>We use TALC to develop language, understanding and vocabulary skills.</i></p> <p><i>We bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. These link in with our topics.</i></p> <p><i>We discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".</i></p> <p><i>We have fun saying new words in an exaggerated manner.</i></p> <p><i>We use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</i></p> <p><i>We use Elklan strategies such as mind maps, to help children develop language skills.</i></p> <p><i>We refer children to our speech and language therapist for further support if necessary.</i></p>
<p>Use new vocabulary through the day.</p>	<p><i>We model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</i></p> <p><i>We use new vocabulary repeatedly through the week. This new vocabulary is included in our planning and takes into account the language introduced through the National Curriculum.</i></p>
<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p><i>We show genuine interest in knowing more: "This looks amazing, I need to know more about this."</i></p> <p><i>We think out loud, ask questions to check children's understanding; making sure they can answer who, where and when questions before we move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</i></p>
<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p><i>We use complete sentences in our everyday talk.</i></p> <p><i>We help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</i></p> <p><i>We narrate our own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</i></p> <p><i>We build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</i></p> <p><i>We ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</i></p>

	<p><i>Instead of correcting, we model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</i></p>
<p><i>Connect one idea or action to another using a range of connectives.</i></p>	<p><i>We narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</i></p> <p><i>We remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</i></p> <p><i>We extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</i></p>
<p><i>Describe events in some detail.</i></p>	<p><i>We make deliberate mistakes highlighting to children that sometimes we might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'"</i></p> <p><i>We use story time and key books to talk about key events in stories.</i></p> <p><i>We use sequencing words with emphasis in our own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</i></p>
<p><i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i></p>	<p><i>We think out loud how to work things out.</i></p> <p><i>We encourage children to talk about a problem together and come up with ideas for how to solve it.</i></p> <p><i>We give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</i></p>
<p><i>Develop social phrases.</i></p>	<p><i>We model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</i></p>
<p><i>Engage in storytimes</i></p>	<p><i>We timetable a story time at least once a day and use books as part of our literacy sessions.</i></p> <p><i>We display quality books in attractive book corners.</i></p> <p><i>We have an annual visit to the library to help promote a love of reading.</i></p> <p><i>We have a bedtime story book loan encourage shared reading at home</i></p> <p><i>Literacy sessions are based around key books. In line with the rest of the school, nursery have 6 core books that we would like children to be very familiar with by the end of the year. These core books are enhanced by key stories linked into our topic themes.</i></p>

<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p><i>We make familiar books available for children to share at school.</i></p> <p><i>We make time for children to tell each other stories they have heard.</i></p> <p><i>We re-read stories many times and make story maps then use to orally retell a story.</i></p> <p><i>We use author boxes to support story time at the end of the day. These books are then available in the reading areas and children are encouraged to 'read' the books themselves.</i></p>
<p>Use new vocabulary in different contexts</p>	<p><i>We have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</i></p> <p><i>We explain new vocabulary in the context of story, rather than in word lists.</i></p> <p><i>We explain the meaning of new working during phonics when a new word is read.</i></p>
<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p><i>We show our enjoyment of poems using our voice and manner to give emphasis to carefully chosen words and phrases.</i></p> <p><i>We model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, we pause before the rhyming word to allow children to join in or predict the word coming next.</i></p> <p><i>We encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</i></p> <p><i>We choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</i></p> <p><i>We make rhyming stories a key part of story time and key literacy focus and have a rhyming topic focus.</i></p>
<p>Learn rhymes, poems and songs.</p>	<p><i>We select traditional and contemporary poems and rhymes to read aloud to children.</i></p> <p><i>We help children to join in with refrains and learn some verses by heart.</i></p> <p><i>In line with the rest of the school, poetry performance is planned into the curriculum.</i></p> <p><i>When singing songs by heart, we talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."</i></p>

Engage in non-fiction books.	<p><i>We read aloud books to children that will extend their knowledge of the world and illustrate a current topic. We select books containing photographs and pictures, for example, places in different weather conditions and seasons.</i></p> <p><i>We plan in key non-fiction books as part of our topic planning.</i></p> <p><i>We enhance our non-fiction books by using real video clips and documentary style clips to show children that information can be found by using the internet.</i></p>
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p><i>We re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</i></p> <p><i>We make the books available for children to share at school.</i></p>

Personal, Social and Emotional Development Reception children

Educational programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Reception children will be learning to:	Planning: how this will look in practice:
See themselves as a valuable individual.	<p><i>We make time to get to know the child and their family. This links to understanding the world</i></p> <p><i>We have:</i></p> <p><i>Photographs of the wider family (including grandparents I preparation for year 1).</i></p>

	<p><i>Parents are encouraged to share things from home on Seesaw.</i></p> <p><i>We take opportunities in class to highlight a child's interests, showing we know them and about them. Children have their own space on their learning journey wall.</i></p> <p><i>We celebrate children's achievements (academic and non-academic) and reward them with Dojo points.</i></p> <p><i>Children take part in the whole rewards assembly each week and at the end of half-term.</i></p> <p><i>This is also taught through the Being in My World topic from the Jigsaw curriculum and is built on from what is taught in nursery.</i></p>
<p><i>Build constructive and respectful relationships.</i></p>	<p><i>This is explicitly taught through Relationships/Being in my World from Jigsaw and is built on from what is taught in nursery.</i></p> <p><i>Our rules in reception, match the school rules are displayed in the classroom and referred to regularly. The simple terms, ready, respectful and safe help children remember them better. These rules are first taught in nursery.</i></p> <p><i>We sure children are encouraged to listen to each other as well as the staff. Children are taught how to listen and this is reinforced through visual aids.</i></p> <p><i>We ensure children's play regularly involves sharing and cooperating with friends and other peers.</i></p> <p><i>We congratulate children for their kindness to others and express our approval when they help, listen and support each other. As in nursery, children are rewarded with Dojo points when they follow and model the school rules.</i></p> <p><i>We allow children time in friendship groups as well as other groupings.</i></p> <p><i>We have high expectations for children following instructions, with high levels of support when necessary.</i></p>
<p><i>Express their feelings and consider the feelings of others.</i></p>	<p><i>We model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</i></p> <p><i>Following on from nursery and in line with the rest of the school, we use the feeling shed for children to express how they are feeling. We can then use this information further explore further children who might be feeling worried, upset or angry.</i></p> <p><i>We encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</i></p> <p><i>Teaching about feelings is taught throughout the Jigsaw Scheme and is built on from what is taught in nursery.</i></p>

	<p><i>Building on from the nursery, we use books to address feelings and ask questions linked to feelings when we read stories to children. These questions will become more advanced as the children move throughout the EYFS.</i></p>
<p><i>Show resilience and perseverance in the face of challenge.</i></p>	<p><i>Our school has a growth mind set ethos and there is a display in the reception classroom.</i></p> <p><i>We celebrate children's achievements (academic and non-academic) and reward them with Dojo points and gold cards. Achievements (academic and non-academic) are shared in the weekly whole school assembly.</i></p> <p><i>Resilience is one of our schools core values and is discussed and celebrated. Children take part in the whole rewards assembly each week and at the end of half-term where we have a core values winner.</i></p> <p><i>We offer constructive support and recognition of child's personal achievements.</i></p> <p><i>We help children to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</i></p> <p><i>The school has a culture of teaching children that mistakes are good and help with learning. This is reinforced regularly.</i></p> <p><i>We help children to set own goals and to achieve them. This links to Jigsaw Dreams and Goals and is built on from this topic in nursery.</i></p>
<p><i>Identify and moderate their own feelings socially and emotionally.</i></p>	<p><i>We give children strategies for staying calm in the face of frustration. In school we use different breathing techniques to help children to calm down (for example dragon breathing).</i></p> <p><i>We have sensory toys available for children who made need these.</i></p> <p><i>We talk children through why we take turns, wait politely, tidy up after ourselves and so on.</i></p> <p><i>We encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</i></p> <p><i>We give children space to calm down and return to an activity.</i></p> <p><i>We support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</i></p> <p><i>Children who need additional support with their self-regulation are supported individually with bespoke resources and intervention. These may include social stories, individual reward charts and now and next.</i></p>

<p>Think about the perspectives of others.</p>	<p><i>We have dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</i></p> <p><i>We ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</i></p>
<p>Manage their own needs.</p>	<p><i>We model practices that support good hygiene, such as insisting on washing hands before lunch time.</i></p> <p><i>We narrate our own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</i></p> <p><i>We explore keeping healthy through the Jigsaw Healthy Me topic and is built on from what is taught in nursery.</i></p>

Physical Development Reception children

Educational programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Reception children will be learning to:

Planning: how this will look in practice:

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking

We provide regular access to outdoor space.

We provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.

<ul style="list-style-type: none"> - jumping - running - hopping - skipping - climbing 	<p><i>We provide regular access to floor space indoors for movement – This is in the form of a weekly PE session in the hall (planned from My PE Planning)</i></p> <p><i>In our PE session, we provide a wide range of activities to support a broad range of abilities.</i></p> <p><i>We allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</i></p> <p><i>We model precise vocabulary to describe movement and directionality, and encourage children to use it.</i></p> <p><i>We have a dedicated PE sessions and ‘movement development’ (see My PE Planning) supports the development of movement skills.</i></p>
<p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p>	<p><i>We provide children with regular opportunities to practise their movement skills alone and with others.</i></p> <p><i>We challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</i></p> <p><i>We encourage children to conclude movements in balance and stillness.</i></p> <p><i>We allow for time to be still and quiet, including a calming own time at the end of each PE session.</i></p>
<p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i></p>	<p><i>We encourage children to be highly active and get out of breath at dinner time each day.</i></p> <p><i>We provide opportunities for children to, spin, rock, tilt, fall, slide and bounce as part of our PE sessions and outdoor play.</i></p> <p><i>We provide equipment such as prams and wheel barrows to build up strength and coordination.</i></p> <p><i>Children in our nursery use bikes to develop strength and coordination to prepare them for reception class.</i></p> <p><i>We provide children with equipment such as tyres, crates and wooden planks and encourage them to lift, carry and move them, to develop their strength.</i></p>
<p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,</i></p>	<p><i>In our nursery class, children take part in dough gym and funky fingers activities. In reception, children who need further support with this, will continue with these activities in preparation for using a range of tools and techniques.</i></p> <p><i>Children are supported and encouraged to use a knife and fork at dinner time (this is started in nursery and built on from this in reception)</i></p> <p><i>We help children to develop the core strength and stability they need to support their small motor skills.</i></p>

<p>paintbrushes, scissors, knives, forks and spoons.</p>	<p><i>We offer children activities to develop and further refine their small motor skills. These include, threading woodwork, pouring, stirring (water and sand), dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials.</i></p> <p><i>We regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</i></p> <p><i>We continuously check how children are holding pencils for writing, scissors and knives and forks. We offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</i></p> <p><i>Children take part in daily handwriting sessions, following our school handwriting scheme, Letterjoin.</i></p>
<p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p>	<p><i>We provide areas for sitting at a table</i></p> <p><i>We give children regular, sensitive reminders about correct posture.</i></p>
<p><i>Combine different movements with ease and fluency.</i></p>	<p><i>We create obstacle courses that demand a range of movements to complete.</i></p> <p><i>Through dinner time and PE activities, we provide opportunities to move that require quick changes of speed and direction. These include running around in a circle, stop, change direction and walk on your knees going the other way.</i></p> <p><i>We encourage precision and accuracy when beginning and ending movements</i></p>
<p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p><i>Develop overall body-strength, balance, co-ordination and agility.</i></p>	<p><i>We encourage children to use a range of equipment. These include: balancing frames, crates, tunnels, tyres, structures to jump on/off, den-making materials, planks to balance on, ladders and wall bars.</i></p>
<p><i>Further develop and refine a range of ball skills including:</i></p>	<p><i>We provide a range of different sized balls. We introduce full-sized balls when children are confident to engage with them.</i></p>

<p>throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><i>We introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</i></p> <p><i>We introduce children to balls games with, rules and targets when they have consolidated their ball skills.</i></p> <p><i>Due to our smaller outdoor space in the reception area, ball skills are taught through our dedicated PE session.</i></p> <p><i>We have a dedicated PE sessions and 'ball skills' and 'throwing and catching (see My PE Planning supports this).</i></p>
<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><i>We encourage children to draw freely.</i></p> <p><i>We engage children in structured activities: guide them in what to draw, write or copy.</i></p> <p><i>We teach and model correct letter formation.</i></p> <p><i>We continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). We provide extra help and guidance when needed.</i></p> <p><i>We plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</i></p> <p><i>Children take part in daily handwriting sessions, following our school handwriting structure.</i></p>
<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine 	<p><i>We talk with children about exercise, healthy eating and the importance of sleep. This is part of our Jigsaw theme 'Healthy Me'.</i></p> <p><i>We use picture books and other resources, including videos, to explain the importance of the different aspects of a healthy lifestyle.</i></p> <p><i>We explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking and being sensitive to other pedestrians. Road safety explicitly taught during the people who help us topic.</i></p> <p><i>We talk about safe screen time when we are using the ipads or laptops,</i></p>

- being a safe pedestrian	
Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	<p><i>We carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. We give children simple verbal and visual reminders.</i></p> <p><i>We celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.</i></p> <p><i>We teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</i></p> <p><i>We help individual children to develop good personal hygiene. Acknowledge and praise their efforts. We provide regular reminders about thorough handwashing and toileting.</i></p> <p><i>We work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</i></p>

Literacy Reception children

Educational programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Reception children will be learning to:

Planning: how this will look in practice:

Read individual letters by saying the sounds for them.

We help children to read the sounds speedily. This will make sound-blending easier.

We follow the Little Wandle Revised Letters and Sounds programme in school to teach phonics.

	<p><i>Our reading scheme follows Little Wandle scheme and children read books based on their current phonics level.</i></p> <p><i>Children are assessed on a regular basis to ensure their reading book matches their phonic level.</i></p>
<p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p>	<p><i>We ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.</i></p> <p><i>We show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</i></p>
<p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p>	<p><i>We help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ or ‘igh’ (phase 3 phonics – Little Wandle).</i></p> <p><i>We provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</i></p> <p><i>We listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’ (phase 4 phonics – Little Wandle).</i></p>
<p><i>Read a few common exception words matched to the school’s phonic programme.</i></p>	<p><i>We help children to recognise correspondences between letters and sounds that are unusual such as ‘do’, ‘said’, ‘were’.</i></p> <p><i>Our tricky words correspond with the Little Wandle phonics scheme.</i></p>
<p><i>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</i></p>	<p><i>We listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</i></p> <p><i>We do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</i></p> <p><i>Children are not required to use other strategies to work out words.</i></p>
<p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>	<p><i>We make the books available for children to share at school and at home.</i></p> <p><i>We avoid asking children to read books at home they cannot yet read.</i></p> <p><i>Our reading scheme follows the Little Wandle scheme and children read books based on their current phonics level.</i></p> <p><i>To encourage listening to stories for enjoyment, children have bedtime stories which they choose and change each week. These are sent home to share with parents at home.</i></p>

Form lower-case and capital letters correctly.	<i>We have daily handwriting session to teach children how to form letters correctly using our whole school scheme, Letterjoin. These include upper- and lower-case letters.</i>
Spell words by identifying the sounds and then writing the sound with letter/s.	<i>We show children how to touch each finger as they say each sound. For tricky words such as 'the' and 'said', we help children identify the sound that is tricky to spell.</i>
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<i>We support children to orally form the complete sentence before writing. We help children memorise the sentence before writing by saying it aloud. We ask children to count the number of words in the sentence on their fingers. We only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</i>
Re-read what they have written to check that it makes sense.	<i>We model how you read and re-read your own writing to check it makes sense.</i>

Mathematics Reception children

Educational programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Following on from Master the Curriculum in nursery and in line with the rest of the school, we follow Mastering Number and White Rose learning objectives to plan and deliver our reception maths curriculum.

Mastering Number and White Rose objectives these link in with the developmental matters statements.
 The curriculum is progressive consolidates skills taught in nursery and building on this to develop new skills. This consolidation ensures children who are new to our nursery master the skills needed to access our maths curriculum.
 By the end of reception, children will have developed the skills needed to access the maths curriculum in year 1.

Reception children will be learning to:	Planning: how this will look in practice:
<p><i>Count objects, actions and sounds.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p> <p><i>We develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</i></p> <p><i>We say how many there are after counting - for example, "...6, 7, 8. There are 8 balls" - to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.</i></p> <p><i>We say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?"</i></p> <p><i>We count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle.</i></p> <p><i>We build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</i></p> <p><i>We sing counting songs and number rhymes, and read stories that involve counting.</i></p> <p><i>We play games which involve counting.</i></p> <p><i>We identify children who have had less prior experience of counting, and provide additional opportunities for counting practice.</i></p>
<p><i>Subitise.</i></p>	<p><i>These skills are explicitly taught through the White Rose topics: It's Me 1,2 3 1, 2, 3, 4, 5 (See separate White Rose guidelines for further details)</i></p>

	<p><i>We show small quantities in familiar patterns (for example, dice) and random arrangements.</i></p> <p><i>We play games which involve quickly revealing and hiding numbers of objects.</i></p> <p><i>We put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.</i></p> <p><i>We prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check.</i></p>
<p><i>Link the number symbol (numeral) with its cardinal number value.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p> <p><i>We display numerals in order alongside dot quantities or tens frame arrangements.</i></p> <p><i>We play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements.</i></p> <p><i>We discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</i></p>
<p><i>Count beyond ten.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p> <p><i>We count verbally beyond 20, pausing at each multiple of 10 to draw out the structure. Oral counting is an important part of our daily maths lessons</i></p> <p><i>We provide images such as number tracks, so children become familiar with two-digit numbers and can start to spot patterns within them.</i></p>
<p><i>Compare numbers.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p>

	<p><i>We provide collections to compare, starting with a very different number of things. We include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.</i></p> <p><i>We use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal and encourage children to use these words as well.</i></p> <p><i>We distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion.</i></p>
<p><i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p> <p><i>We make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.</i></p>
<p><i>Explore the composition of numbers to 10.</i></p>	<p><i>These skills are explicitly taught through Mastering number (See separate Mastering number curriculum for further details)</i></p> <p><i>We provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.</i></p> <p><i>We model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched."</i></p> <p><i>We plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?</i></p>
<p><i>Automatically recall number bonds for numbers 0–10.</i></p>	<p><i>These skills are explicitly taught through Mastering number</i></p>

	<p><i>(See separate Mastering number curriculum for further details)</i></p> <p><i>We play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?"</i></p> <p><i>We intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more."</i></p> <p><i>We spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?"</i></p> <p><i>We place objects into a five frame and ten frame and talk about how many spaces are filled and unfilled</i></p>
<p><i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i></p>	<p><i>These skills are explicitly taught through the White Rose topics: Manipulate, Compose and Decompose (See separate White Rose guidelines for further details)</i></p> <p><i>We teach children to solve a range of jigsaws of increasing challenge.</i></p>
<p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</i></p>	<p><i>These skills are explicitly taught through the White Rose topics: Manipulate, Compose and Decompose (See separate White Rose guidelines for further details)</i></p> <p><i>We investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. We encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks.</i></p> <p><i>We find 2D shapes within 3D shapes, though activities such as printing.</i></p>
<p><i>Continue, copy and create repeating patterns.</i></p>	<p><i>These skills are explicitly taught through the White Rose topics: Talk about Measures and Patterns (See separate White Rose guidelines for further details)</i></p> <p><i>We make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</i></p>

	<i>We make a deliberate mistake and discuss how to fix it.</i>
Compare length, weight and capacity.	<p><i>These skills are explicitly taught through the White Rose topics: Talk about Measures and Patterns Mass and Capacity Length, Height and Time (See separate White Rose guidelines for further details)</i></p> <p><i>We model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."</i></p> <p><i>We ask children to make and test predictions. "What if we pour the full jug into the teapot? Which holds more?"</i></p>

Understanding the World Reception children

Educational programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Reception children will be learning to:

Planning: how this will look in practice:

Talk about members of their immediate family and community.

This follows on from the all about me and my family topic in nursery. And links to the Being in my World topic from Jigsaw.

We build on further this with:

Photographs of the wider family (including grandparent I preparation for year 1).

Parents are encouraged to share things from home on Seesaw.

	<p><i>We give information about our own family, giving children time to ask questions or make comments.</i></p> <p><i>We use examples from real life and from books, show children how there are many different families.</i></p>
<p><i>Name and describe people who are familiar to them.</i></p>	<p><i>We talk about emergency service people the children met in nursery.</i></p> <p><i>As part of our jobs people do in our community topic, we invite visitors into school and or/watch information videos and look at non-fiction books.</i></p> <p><i>Could may include some of the following:</i></p> <p><i>Vet</i></p> <p><i>Doctor/nurse</i></p> <p><i>Our headteacher</i></p> <p><i>Librarian (we take a visit to the library each year)</i></p> <p><i>Postman (The Jolly Postman)</i></p> <p><i>Crossing Patrol (lollipop lady)</i></p> <p><i>We will base these on children's interests.</i></p>
<p><i>Comment on images of familiar situations in the past.</i></p>	<p><i>We link this to jobs people do in the community and the transport linked to these jobs.</i></p> <p><i>We look at images of hospitals from the past (linking with work on Florence Nightingale) and discuss similarities and differences.</i></p> <p><i>We present children with pictures and stories explaining similarities and differences.</i></p> <p><i>We look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</i></p>
<p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p><i>To link in the jobs people do in the community, we learn about Florence Nightingale.</i></p> <p><i>We share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. These include stories from a children's Bible.</i></p> <p><i>We feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</i></p> <p><i>We draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</i></p> <p><i>In addition to storytelling, we introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p>

<p><i>Draw information from a simple map.</i></p>	<p><i>We draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</i></p> <p><i>This links in with our maths curriculum and the White Rose topic – mapping (On the move – spatial reasoning 4).</i></p> <p><i>We familiarise children with the name of the place where they live.</i></p> <p><i>As part of the Jobs people do in my community topic, go on a visit to the library, look at the route on Google maps and draw a simple map of the journey on return.</i></p> <p><i>The postman – we walk to the post box to post a letter, look at the route on Google maps and draw a map on return.</i></p> <p><i>We offer opportunities for children to choose to draw simple maps of for when they walk to the library and maps from imaginary story settings they are familiar with (include story maps/story journey maps).</i></p>
<p><i>Understand that some places are special to members of their community.</i></p>	<p><i>We talk about the local church and the Chinese Temple near school.</i></p> <p><i>We look at images of them and point them out on our walk to the library.</i></p>
<p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p><i>We have a dedicated regular RE sessions to look at different beliefs, cultures celebrations. (see RE curriculum)</i></p> <p><i>We also weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</i></p> <p><i>We help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</i></p> <p><i>Use the cbeebies Let's Celebrate videos to promote discussion about cultural differences in Britain.</i></p>

<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><i>This links to our 'On Safari' topic (Arctic and African Savannah–cold and hot). This helps prepare children for the hot and cold topic that they learning about in year 2.</i></p> <p><i>We compare Arctic and African animals and farm animals (links to nursery).</i></p> <p><i>We compare the African Savannah and the Arctic with where they live – how do they differ?</i></p> <p><i>We use relevant, specific vocabulary to describe contrasting locations.</i></p> <p><i>We use images, video clips, shared texts and other resources to bring the wider world into the classroom. We listen to what children say about what they see.</i></p>
<p>Explore the natural world around them.</p>	<p><i>We provide children with frequent opportunities for outdoor play and exploration.</i></p> <p><i>We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</i></p> <p><i>We create opportunities to discuss how we care for the natural world around us.</i></p> <p><i>We offer opportunities to sing songs and join in with rhymes and poems about the natural world.</i></p> <p><i>After close observation, we draw pictures of the natural world, including animals (links in with the On Safari topic) and plants (link in with the seasons).</i></p>
<p>Describe what they see, hear and feel whilst outside.</p>	<p><i>We encourage focused observation of the natural world.</i></p> <p><i>We listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i></p> <p><i>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</i></p> <p><i>We name, describe and compare familiar some plants as part the seasons.</i></p> <p><i>We name, describe and compare animals through the 'On Safari' topic.</i></p>

	<p><i>We weave in seasonal changes throughout the year and go on walks around our school grounds to look at the changes.</i></p>
<p><i>Recognise some environments that are different to the one in which they live.</i></p>	<p><i>Through our 'On Safari' topic, we – compare a hot and cold environment to the one where we live.</i></p> <p><i>We share non-fiction texts that offer an insight into contrasting environments.</i></p> <p><i>We listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</i></p>
<p><i>Understand the effect of changing seasons on the natural world around them.</i></p>	<p><i>We guide children's understanding by draw children's attention to the weather and seasonal features. This is woven in throughout the year.</i></p> <p><i>As part of the welcome session each day, talk about the weather and record on our weather chart.</i></p> <p><i>We select texts to share with the children about the changing seasons.</i></p> <p><i>Throughout the year, we take children outside to observe the natural world and talk about the seasonal changes.</i></p> <p><i>We look for children incorporating their understanding of the seasons and weather in their play.</i></p> <p><i>As part of our work on seasons, we carry out investigations. These may include:</i></p> <p><i>Autumn: Do bigger leaves fall faster from tree than smaller leaves?</i></p> <p><i>Winter: How can we free the figure/animal from the ice?</i></p> <p><i>Spring: What do plants need to grow?</i></p> <p><i>Summer: What is the best material for Mr Grumpy's boat? (Floating and sinking)</i></p>

Expressive Arts and Design
Reception children
Educational programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Reception children will be learning to:	Planning: how this will look in practice:
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><i>We teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</i></p> <p><i>We provide opportunities to work together to develop and realise creative ideas.</i></p> <p><i>We provide children with a range of materials for children to construct with. We encourage them to think about and discuss what they want to make. We discuss problems and how they might be solved as they arise. We reflect with children on how they have achieved their aims.</i></p> <p><i>We teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Building on from the resources used for fixing in nursery, we add in paper clips, string, sellotape, hole punch and paper fastening. Children are taught how to use these resources as they are introduced and we spend time with children developing independence with these skills.</i></p> <p><i>Building on from nursery, we provide material for children that they can cut themselves.</i></p> <p><i>We provide a range of materials and tools and teach children to use them with care and precision. We promote independence, taking care not to introduce too many new things at once.</i></p> <p><i>We encourage children to notice features in the natural world. We help them to define colours, shapes, texture and smells in their own words. We discuss children's responses to what they see.</i></p> <p><i>In line with the rest of the school, we focus on an Artist's work each half-term and take ideas from this for our own art work. Artists Wassily/Kadinsky</i></p>
<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><i>We give children an insight into new musical worlds. We introduce them to different kinds of music from across the globe. We link these in with topics and cultural festivals.</i></p> <p><i>We encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p>

<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><i>We offer opportunities for children to watch class assemblies and Christmas shows. We encourage them to talk about what they have seen.</i></p> <p><i>We provide related costumes and props for children to incorporate into their pretend play.</i></p>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><i>In line with the rest of the school we follow the Charanga music scheme to deliver music (see additional planning).</i></p>
<p>Develop storylines in their pretend play.</p>	<p><i>We provide a wide range of props for play which encourage imagination. These may include different lengths and styles of fabric that can become capes, the roof of a small den, a picnic rug or an invisibility cloak.</i></p> <p><i>We support children in deciding which role they might want to play and teach them how to negotiate, be patient and solve conflicts.</i></p> <p><i>We help children who find it difficult to join in pretend play. We stay next to them and comment on the play. We model joining in and discuss how they might get involved.</i></p>
<p>Explore and engage in music making and dance, performing solo or in groups</p>	<p><i>In line with the rest of the school we follow the Charanga music scheme to deliver music (see additional planning).</i></p> <p><i>Instruments are provided in independent play outside to allow children to explore and make their own music.</i></p> <p><i>We teach a dance unit as part of our PE sessions (see my PE planning).</i></p> <p><i>We use play movement and listening games that use different sounds for different movements. For example, march to the sound of the drum or creep to the sound of the maraca.</i></p> <p><i>We play music with a pulse for children to move in time with and encourage them to respond to changes: For example, they could jump when the music suddenly becomes louder.</i></p> <p><i>We encourage children to create their own music and Instruments are provided in independent play outside to allow for this.</i></p>