

Curriculum Overview for Reception  
2024 - 2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests / Themes / Events / Lines of Enquiry	All about me and my family Autumn Halloween	Autumn Diwali Guy Fawkes Night Remembrance Sunday Winter Inter Faith Week Children in Need Christmas	Winter Cold places Chinese New Year Spring RSPB Big School Birdwatch Valentine's Day	Spring Growing up - generations Shrove Tuesday World Book Day Planting & growing Mother's Day Easter	Summer Life cycles - butterflies / ducks Father's Day	Summer Holidays - past & present Woodlands Hot places Sport's Day Transition Events
Communication & Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences with 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and to organise thinking. Explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or action to another using a range of connectives.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.

<b>C&amp;L Across the Year</b>	Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts		Listen carefully to stories, songs, rhymes and poems Learn stories, songs, rhymes and poems Talk about stories, to build familiarity and understanding			
<b>Oracy:</b> <b>Physical</b> <b>Linguistic</b> <b>Cognitive</b> <b>Social &amp; Emotional</b>	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning e.g. in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. e.g. in a news session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
<b>Personal, Social &amp; Emotional Development</b>	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.  JIGSAW: BEING ME IN MY WORLD	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.  JIGSAW: CELEBRATING DIFFERENCE	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.  JIGSAW: DREAMS AND GOALS	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.  JIGSAW: HEALTHY ME	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.  JIGSAW: RELATIONSHIPS	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.  JIGSAW: CHANGING ME

<b>Physical Development</b>	<b>PE Sessions:</b> Jungle Journey Baseline Gross Motor Assessments & Introduction to PE - Unit 1	<b>PE Sessions:</b> Introduction to PE - Unit 2	<b>PE Sessions:</b> Yoga Games - Unit 1	<b>PE Sessions:</b> Gymnastics - Unit 1 Ball Skills - Unit 1	<b>PE Sessions:</b> Ball Skills - Unit 2 Dance - Unit 1	<b>PE Sessions:</b> Gymnastics - Unit 2 Games - Unit 2
<b>Physical Development Across the Year</b>	<p>In Reception we give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another.</p> <p>Through dedicated PE sessions, children are given opportunities to develop their overall body strength by learning disciplines including dance, yoga, gymnastics and games.</p> <p>Children are given opportunities to develop the skills they need to manage the school day such as managing their own basic hygiene and personal needs, lining up appropriately, giving others personal space and having good table manners.</p> <p>The children will develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>By the end of Reception, children will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>					
<b>Literacy</b>	<b>Talk for Writing - imitate</b>  The Dot Holey Moley  <b>Oral Composition:</b> Use talk to organise describe events and experiences.  <b>Spine Books:</b> Whatever Next Owl Babies The Gruffalo	<b>Talk for Writing - imitate and beginning to innovate</b>  Fiction: The Little Green Dinosaur  Non-Fiction (Recount) Clara Vale Trip recount  <b>Oral Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.  <b>Spine Book:</b> Handa's Surprise	<b>Talk for Writing - imitate and innovate</b>  Fiction: Three Little Pigs  Non-Fiction (Instructions) How to make a chocolate egg crispy cake.  <b>Oral Composition:</b> Orally compose a simple sentence and hold it in memory.  <b>Spine Book:</b> On the Way Home	<b>Talk for Writing - imitate and innovate</b>  Fiction: Billy Goats Gruff  Non-Fiction (Information Text): A Troll wanted poster / fact file  <b>Oral Composition:</b> Orally compose a simple sentence/caption and hold it in memory before attempting to write it.  <b>Spine Book:</b> Farmer Duck	<b>Talk for Writing - imitate, innovate and independent application</b>  Fiction: Supertato  Non-Fiction: (Information Text) Letter to The Evil Pea  <b>Oral Composition:</b> Orally compose a simple sentence/caption and hold it in memory before attempting to write it.  <b>Spine Book:</b> Six Dinner Sid	<b>Talk for Writing - imitate, innovate and independent application</b>  Fiction: Pirate Tom  Non-Fiction: (Information Text) Report on rock pool creature.  <b>Composition:</b> Write a simple sentence/caption which may include a full stop  <b>Spine Book:</b> Mrs Armitage on Wheels

	<p><b>Poetry Basket:</b> A Basket of Apples</p> <p><b>Phonics</b> To read &amp; write Set 1 Sounds. To hear sounds at the start and within words. To begin to blend sounds.</p> <p><b>Writing</b> To use mantras when writing lowercase letters.</p>	<p><b>Poetry Basket:</b> Five Little Pumpkins</p> <p><b>Phonics</b> To know, read &amp; write Set 1 Sounds To blend Set 1 sounds to read words.</p> <p><b>Writing</b> To write words. To write their name.</p>	<p><b>Poetry Basket:</b> Carrot Nose</p> <p><b>Phonics</b> To read photocopiable ditties 1-20. To read Green word cards 1.1 to 1.5. To introduce Red words.</p> <p><b>Writing</b> To write words.</p>	<p><b>Poetry Basket:</b> Hungry Birdies</p> <p><b>Phonics</b> To read Red Ditty books. To read Green word cards 1.6 to 1.7. To read Red words. To read and write uppercase letters. To learn letter names.</p> <p><b>Writing</b> To learn how to write sentences.</p>	<p><b>Poetry Basket:</b> A Little Shell</p> <p><b>Phonics</b> To read Green books. To learn Set 2 Sounds. To learn how to read words with Set 2 sounds.</p> <p><b>Writing</b> To write a sentence. .</p>	<p><b>Poetry Basket:</b> Monkey Babies</p> <p><b>Phonics</b> To read Purple books. To know Set 2 Sounds. To read Set 2 words.</p> <p><b>Writing</b> To write a sentence using recognisable letters which are correctly formed that can be read by others.</p>
<b>Literacy Across the Year</b>	<p>In Reception, we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks, wax crayons, chalk pens and paint pens.</p> <p>Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children read books that are consistent with their phonic knowledge.</p>					
<b>Maths</b>	<p><b>Baseline Assessments</b> Matching &amp; Sorting <b>Comparing Amounts</b> Comparing size, mass and capacity <b>Exploring Pattern</b> Representing, comparing &amp; composition of 1,2 and 3. <b>Circles &amp; Triangles.</b></p>	<p><b>Representing, comparing and composition of numbers to 5.</b> Number bonds to 5. <b>One more and one less.</b> Shapes with 4 sides. <b>Positional language.</b></p>	<p><b>Introducing zero.</b> Comparing mass &amp; capacity. <b>Representing, comparing &amp; composition of 6,7 and 8.</b> Making pairs. <b>Combining two groups.</b></p>	<p><b>Length &amp; Height</b> Time <b>Representing, comparing &amp; composition of 9 &amp; 10.</b> Number bonds to 10. <b>3D Shape</b> Pattern</p>	<p><b>Building numbers beyond 10.</b> Counting patterns beyond 10. <b>Spatial Reasoning: Match, rotate &amp; manipulate.</b> Adding more. <b>Taking Away.</b> Spatial Reasoning: Compose &amp; decompose.</p>	<p><b>Doubling.</b> Sharing &amp; grouping. <b>Odds and Evens.</b> Spatial Reasoning: Visualise &amp; build. <b>Patterns &amp; Relationships of number.</b> Spatial Reasoning: Mapping.</p>

<p><b>UTW: People, Culture &amp; Communities (NC Links to Geography, History &amp; RE)</b></p>	<p>To talk about own family &amp; experiences using 'Chatterboxes'.</p> <p>Know that you can find out information from different sources e.g. internet, books.</p> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps.</p>	<p>How do we celebrate Christmas? Is that the same or different to how others celebrate Christmas?</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>To investigate different occupations and community members.</p> <p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).</p>	<p>To investigate people from the past - our own family and other significant people that have had an influence on the present.</p> <p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p>	<p>To study our immediate environment; including the school grounds and Crawcrook. Look at maps of different scales &amp; produce own environment map.</p> <p>Order personal experiences, e.g., recount an educational visit or stories.</p>	<p>To explore the similarities and differences between life in this country and life in other countries.</p> <p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
<p><b>UTW: People, Culture &amp; Communities Across the Year</b></p>	<p>Throughout the year, we will use carefully selected stories, poems and non-fiction texts to explore a wide range of topics that will include families; family customs and routines, different occupations, influential historical figures, different cultures and religions, texts that reinforce positive attitudes and challenge negative stereotypes. We use our 'Information Station' daily, to talk about chronology; what is happening today / yesterday / next week / next year. In our continuous provision, we have maps, globes and non-fiction books available for the children to investigate their world. We encourage the children to draw simple maps of their environment or 'story maps' of well-known stories. A range of 'role play' set ups, small world toys, props and costumes are available for the children to investigate a range of occupations, celebrations, religions, families, trades, the local environment and the wider world.</p>					
<p><b>RE</b></p>	<p><b>Discovery Enquiry:</b> What makes people special?</p>	<p><b>Discovery Enquiry:</b> What is Christmas?</p>	<p><b>Discovery Enquiry:</b> How do people celebrate?</p>	<p><b>Discovery Enquiry:</b> What is Easter?</p>	<p><b>Discovery Enquiry:</b> What can we learn from stories?</p>	<p><b>Discovery Enquiry:</b> What makes places special?</p>

<p><b>UTW: The Natural World</b> (NC Links to Science, Computing &amp; Geography)</p>	<p><b>Seasonal Changes -</b> To understand that the season is 'Autumn' and what this looks like.</p> <p>Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn.</p> <p>Know and describe the seasonal weather.</p> <p><b>Vocabulary -</b> Seasonal Changes - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow.</p>	<p><b>Materials -</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper.</p> <p>Know some simple properties of materials.</p> <p>Know how we can sort objects into groups based on their material.</p> <p>Know what materials can be recycled.</p> <p><b>Vocabulary -</b> material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p> <p>Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p>To investigate changes over time; such as freezing and melting.</p>	<p><b>Animals -</b> Looking after living creatures - Bird Watch.</p> <p>Looking after our environment - Dear Greenpeace.</p> <p>Know the correct basic scientific vocabulary to describe parts of animals.</p> <p>Know what animals need to survive.</p> <p>Know and explain where a range of animals live.</p> <p>Use technology to make observations or find information about different locations and places.</p>	<p><b>Plants -</b> Know the correct basic scientific vocabulary to describe parts of plants.</p> <p>Know what plants need to survive and grow healthily.</p> <p>Know that plants need water, soil and sun to grow.</p> <p>Name some common plants.</p> <p>Know where some plants grow.</p> <p>Know that plants grow from a seed.</p> <p>Make close observations of plants in the natural world.</p> <p>Understand through books and observations that plants change and explain what a lifecycle is.</p> <p>Know and be able to explain a simple lifecycle, E.g., sunflower.</p> <p><b>Vocabulary -</b> tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches.</p>	<p><b>Life Cycles -</b> Know about the life cycle of a human and can talk about how I have changed since I was a baby.</p> <p>Know the name of some parts of the body that can be seen.</p> <p>Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health.</p> <p>Know humans have five senses.</p> <p><b>Vocabulary -</b> Hygiene, healthy, non-healthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Investigate other Life Cycles, including butterflies and ducks.</p>	<p><b>Animals (British Wildlife)</b> Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain.</p> <p>Describing habitats and some microhabitats (animal homes).</p> <p>Make close observations of animals in the natural world.</p> <p>Make comparisons and identify similarities and differences.</p> <p>Understand through books and observations how animals change and grow.</p> <p><b>Vocabulary -</b> pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats</p>
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					Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change	
<b>UTW: The Natural World Across the Year</b>	Throughout the year, we use our immediate outdoor environment to explore changes over time; the weather, the change in seasons, living creatures, birds, insects, and planting and growing. We use our local area to study the same space; Clara Vale Nature Reserve, as it changes throughout the year. We use our continuous provision to explore and observe detail using binoculars, magnifying glasses and encourage the children to talk about and record what they observe. We explore simple scientific concepts such as floating and sinking and the characteristics of liquids and solids through play and planned activities. We use our 'Investigation Station' daily to talk about the weather and seasonal changes.					
<b>UTW: Technology (Links to NC Computing)</b>	To complete a simple program on electronic devices. To use ICT hardware to interact with age appropriate computer software. To create content such as a video recording, stories, and/or draw a picture on screen. To develop digital literacy skills by being able to access, understand and interact with a range of technologies. To use the internet with adult supervision to find and retrieve information of interest to them.					
<b>EAD (Links to NC Art)</b>	<b>Drawing Skill:</b> Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.  <b>Colour Experience:</b> explore colours and how colours can be changed. Identify light and dark colours.	<b>Drawing Skill:</b> observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.  <b>Colour Knowledge:</b> recognise and name colours.	<b>Drawing Skill:</b> show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.  <b>Colour Skill:</b> to be able to create a wash background and combining colour.	<b>Drawing Skill:</b> Observational drawing - Daffodils  <b>Colour Skill:</b> colours in nature	<b>Drawing Skill:</b> observational drawing - Sunflowers Show accuracy and care in their drawing.  <b>Colour Skill:</b> exploring shades of colour and how to make different shades.	<b>Drawing Skill:</b> produce more detailed work and say what they have included.  <b>Colour Skill:</b> to be able to choose a particular colour for a purpose.

		<p><b>Paint Experience:</b> explore different paint types - watercolour, powder paint, acrylic, ready mix paint.</p>	<p><b>Paint Skill/Knowledge:</b> splatter painting in the style of Jackson Pollock</p>	<p><b>Paint Experience:</b> explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.</p>	<p><b>Paint Skill:</b> mix paints to make new colours following instructions.</p>	<p><b>Paint Skill:</b> paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p>
	<p><b>Printing Skill:</b> printing with sponges and rollers, shapes. Inspiration - Kandinsky (shapes)</p>	<p><b>Printing Skill:</b> printing with natural objects e.g. leaves, pine cones</p>			<p><b>Printing Skill:</b> symmetrical printing - butterflies as inspiration</p>	<p><b>Printing Skill:</b> printing simple repeating patterns. Recognise patterns in the environment</p>
	<p><b>Textiles/Materials:</b> Understanding how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.</p>	<p><b>Textiles/Materials Skill:</b> Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.</p>	<p><b>Textiles/Materials Knowledge:</b> understand the purpose of different textiles/materials. e.g. winter clothing.</p>	<p><b>Textiles/Materials Skill:</b> Weaving (natural and manmade materials)</p>	<p><b>Textiles/Materials Skill:</b> Collage using Eric Carle as inspiration</p>	<p><b>Textiles/Materials Skill:</b> Sewing using a pre-running stitch with natural resources.</p>
	<p><b>3D Work Skills:</b> to use simple joins when using different materials to create 3D work, e.g. sellotape,</p>	<p><b>3D Work Skill/Knowledge:</b> Natural art in the style of Andy Goldsworthy</p>	<p><b>3D Work Skill:</b> creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.</p>	<p><b>3D Work Skill:</b> Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress</p>		<p><b>3D Work Skill focus:</b> be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.</p>
	<p><b>Artist Study:</b> Kandinsky - Dot Day</p>	<p><b>Artist Study:</b> Andy Goldsworthy - Autumn</p>	<p><b>Artist Study:</b> Jackson Pollock - experimentation</p>	<p><b>Artist Study:</b> Monet - Spring</p>	<p><b>Artist Study:</b> Antony Gormley - Angel of the North</p>	<p><b>Artist Study:</b> Mondrian - Shape</p>



<b>EAD Across the Year (Links to NC DT, Art &amp; Music)</b>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Responds imaginatively to art works and objects. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>					
<b>Music</b>	Musical Instruments & How Sounds Change	Singing Nativity Songs	Peter and the Wolf - Instrument Families	Nursery Rhymes and Singing Games	Composing Simple Songs & Rhythms	End of year Performance songs.
<b>Whole school music genre</b>	A cappella Ragtime Flamenco Barber Shop Tango Charleston March	Asian music Classical War songs Scottish Dance Scottish Folk Christmas - Pop Christmas - Films/ TV Christmas - Choral	Blues Jazz Rhythm and blues Soul Rap/Chant Ballad/Waltz	String Quartet Welsh Choral music Country Irish Folk or Irish Dance Jewish music Gospel / Spiritual Music	English folk / country dancing music Reggae Musical Film Music Opera	Pop Rock African Calypso Rock and Roll Wind or Brass Band Teacher's own choice
<b>Whole school singing focus</b>	Together Choices Together as One Harvest Samba Cauliflowers Fluffy/ Paintbox Autumn Days Choices Together as One	There's a Place Song of Blessing We Will Remember Jingle Bells, White Christmas Away in a Manger Calypso Carol It was on a Starry Night Every Christmas	For Me Happy Birthday in French Waka Waka - Africa La Bamba - Mexican Folk Song Coming Home Newcastle Blaydon Races - Verses 1 and 2.	Make a Good Decision Days of the Months Spring Chicken Hosanna The Seed Song	R-E-L-A-T-I-O-N-S- H-I-P	A New Day
<b>School events</b>		Stay and Play - Christmas Nativity play Enrichment week		Stay and Play Enrichment week		Stay and Play End of year performance Enrichment week

<b>Visits/visitors</b>	Visit to Crawcrook Library	Clara Vale - Autumn visit  Christmas Production / Workshop	Visit from various people with different occupations.  Visit from librarians	Theatre visit	Visit from Road Safety Team	Local Area Trip - Gibside
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## **Curricular Goals**

Our curricular goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception.

### **COMMUNICATION & LANGUAGE**

ASK a relevant question, make a relevant comment.

CONVERSE in a back and forth exchange with friends and teachers.

EXPRESS ideas and feelings with confidence.

### **PERSONAL, SOCIAL & EMOTIONAL**

Show EMPATHY to others.

Show DETERMINATION to complete a goal.

Show RESILIENCE in the face of challenges.

Show CURIOSITY about the world around them.

### **PHYSICAL DEVELOPMENT**

USE cutlery with confidence.

HOLD a pencil effectively.

RIDE a two wheeled bike.

## **LITERACY**

RETELL a story through play.

READ simple sentences and books containing Set 1 and Set 2 sounds.

WRITE simple phrases and sentences that can be read by others.

## **MATHEMATICS**

UNDERSTAND in depth numbers to 10, including number bonds.

RECOGNISE the pattern of the counting system.

COMPARE quantities in different contexts

## **UNDERSTANDING THE WORLD**

KNOW their own family tree.

CARE for a animal.

APPRECIATE different religious and cultural communities in their own hometown, and around the world

UNDERSTAND how to read a simple map.

## **EXPRESSIVE ARTS & DESIGN**

CREATE a painting through musical inspiration.

PERFORM a story, song, poem or rhyme to an audience.