



Billingshurst Primary School Yearly Curriculum Plan: **Reception**

We want children in the Early Years to flourish in a safe, rich and stimulating environment, where they build on lived experiences, are exposed to new ideas and their interests are followed.

We aim for children to achieve well in the 7 areas of learning, by providing opportunities for them to be; effective communicators, engaged learners, with curious and creative minds.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Listening, attention and understanding Speaking	Learn new vocabulary Listen to and talk about stories Use new vocabulary through the day (Drawing club/Book talk) Understand how to listen carefully and why listening is important (Oracy curriculum) Develop social phrases Engage in story time Listen carefully to rhyme and songs (Weekly poem from poetry basket)	Learn new vocabulary Listen to and talk about stories Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail, modelled and supported by an adult Retell the story, once they have developed a deep familiarity with the text (Story boxes, performances) Learn rhymes, poems and songs Engage in nonfiction books, listen to and talk about these books.	Learn new vocabulary Listen to and talk about stories Connect one idea or action to another using a range of connectives – because, and, but (Building - Oracy strategy) Independently describe events in detail.	Learn new vocabulary Listen to and talk about stories Independently engage in nonfiction books, using them for basic reference purposes. Independently describe events in detail.	Learn new vocabulary Listen to and talk about stories Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Learn new vocabulary Listen to and talk about stories Retell the story, once they have developed a deep familiarity with the text (narrative writing based on a key text)
Personal, social, emotional Self-regulation Managing self Building relationships	See themselves as valuable individuals. Build constructive and respectful relationships. Express their feelings Manage own needs: Personal hygiene, physical activity	Consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage own needs: Begin being a safe pedestrian (walking on the pavement – church visit)	Show perseverance and resilience in the face of challenge. Manage own needs: Healthy eating, teeth brushing	Become aware of others perspectives.	Manage own needs: Screen time, sleep routines	Think about and act upon the perspective of others. Manage own needs: Being a safe pedestrian (crossing roads, scooting/cycling, other pedestrians)

<p>Physical development Gross motor Fine motor</p>	<p>Revise and refine fundamental movement skills.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Use core muscle strength to achieve a good posture when sitting on the floor.</p> <p>Develop skills needed to manage the school day successfully – lining up and mealtimes.</p>	<p>Revise and refine fundamental movement skills.</p> <p>Through dance, progress towards a more fluent style of moving, developing control and pace (PE curriculum overview)</p> <p>Combine different movements with ease and fluency – teaching playground games ahead of joining rest of the school on playground Spring 1.</p>	<p>Revise and refine fundamental movement skills.</p> <p>Develop small motor skills using pencils, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table.</p>	<p>Revise and refine fundamental movement skills.</p> <p>Through gymnastics, develop overall body strength, balance, coordination and agility (PE curriculum overview)</p>	<p>Revise and refine fundamental movement skills.</p> <p>Develop and refine a range of ball skills, including; throwing, catching, kicking, passing, batting and aiming (PE curriculum overview)</p>	<p>Revise and refine fundamental movement skills.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>Literacy Comprehension Word reading Writing</p>	<p>Read 10 or more individual letters by saying the sounds from them.</p> <p>Read 5 common exception words.</p> <p>Spell some words with support by identifying the sounds</p>	<p>Read most individual letters by saying the sound for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letters.</p> <p>Read some set 2 letter groups that each represent one sound and say sounds for them.</p> <p>Read 10 common exception words.</p> <p>Read modelled sentences and independent captions with known letter sound correspondence.</p> <p>Spell words with correct initial sounds.</p> <p>Form 'l team' and 'r team' correctly. Form some capital letters.</p>	<p>Read all individual letters by saying the sound for them.</p> <p>Read all set 2 letter groups that each represent one sound and say sounds for them.</p> <p>Begin to read set 3 letter groups.</p> <p>Read 15 common exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Spell words with correct initial and some correct medial sounds.</p>	<p>Read all set 3 letter groups that each represent one sound and say sounds for them.</p> <p>Read 20 common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences.</p> <p>Form lower case and capital letters correctly and independently</p>	<p>Read all set 3 letter groups in appropriate texts and the environment.</p> <p>Write phonetically plausible short sentences with words with known sound-letter correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Read all set 3 letter groups in independent texts and outside of their ditty books.</p> <p>Read up to 30 common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences, and exception words.</p> <p>Write phonetically plausible short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p>
<p>Mathematics Number Numerical patterns</p>	<p>Count objects, actions and sounds (subatising) up to 4.</p> <p>Explore the composition of numbers to 4.</p> <p>Recall number bonds to 4.</p> <p>Compare length/height</p>	<p>Count objects, actions and sounds (subatising) up to 5.</p> <p>Compare number up to 5.</p> <p>Explore the composition of numbers to 5.</p> <p>Recall number bonds to 5.</p>	<p>Count objects, actions and sounds (subatising) up to 7.</p> <p>Compare numbers up to 7.</p> <p>Explore the composition of numbers to 7.</p> <p>Recall number bonds to 7.</p>	<p>Count objects, actions and sounds (subatising) beyond 5, up to 10.</p> <p>Compare numbers beyond 5 and up to 10.</p> <p>Recall number bonds beyond 5, and up to 10.</p>	<p>Count objects, actions and sounds (subatising) up to 10.</p> <p>Compare numbers up to 10.</p> <p>Explore the composition of numbers up to 10.</p> <p>Recall number bonds to 10.</p>	<p>Count objects, actions and sounds (subatising) beyond 10.</p> <p>Compare numbers beyond 10.</p> <p>Explore the composition of numbers beyond 10.</p> <p>Use skills developed in problem solving.</p>

		<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns (AB)</p> <p>Compare weight</p>	<p>Continue, copy and create repeating patterns (ABB)</p> <p>Compare capacity</p>	<p>Explore the composition of numbers beyond 5, up to 10.</p> <p>Link the number symbol (numeral) to its cardinal number value.</p> <p>Compose and decompose shapes to recognise a shape can have other shapes within it, as numbers can.</p>	<p>Continue, copy and create repeating patterns (ABBC)</p>	
<p>Understanding the world</p> <p>Past and present People, culture, communities The natural world</p>	<p>Explore the natural world around them (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Talk about members of their immediate family and community (History)</p> <p>Describe what they see, hear and feel outside (Science)</p>	<p>Explore the natural world around them. (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Name and describe people who are familiar (History/E4S)</p> <p>Comment on images of familiar situations in the past (Christmas) (History)</p> <p>Understand that some places are special to members of their community (Church– RE)</p> <p>Recognise people have different beliefs and celebrate special times in different ways (Diwali – RE)</p>	<p>Explore the natural world around them. (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Compare and contrast characters from stories, including figures from the past (RE/History)</p> <p>Draw information from a simple map, including Robocars to follow simple routes (Geography/Computing)</p> <p>Recognise people have different beliefs and celebrate special times in different ways (Chinese New Year – RE)</p>	<p>Explore the natural world around them. (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Recognise some similarities and differences, between life in this country and life in other countries (Geography)</p> <p>Recognise some environments that are different from the one with which they live (Science)</p>	<p>Explore the natural world around them through investigation. (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Opportunity to explore and experiment with technology – iPad & interactive whiteboard (Computing)</p>	<p>Explore the natural world around them through investigation. (Science)</p> <p>Understand the effects of changing seasons on the world around them (Science)</p> <p>Comment on images of familiar situations in the past (Transition/Starting school) (History/E4S)</p>
<p>Expressive arts and design</p> <p>Creating with materials Being imaginative and expressive</p>	<p>Explore a variety of artistic effects, such as; painting, drawing, printing, 3D form</p> <p>Sing in a group increasingly matching the pitch and following the melody (Maths curriculum, Singing assembly)</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses (Pantomime, Year 1 Christmas performance, Nutcracker ballet), incorporate pantomime into role play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (PE curriculum overview)</p>	<p>Explore a variety of artistic effects, such as; textiles and collage (weaving) (Art curriculum)</p>	<p>Develop storylines in their pretend play (link to literacy)</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Refine a variety of artistic effects, such as; painting, drawing, printing, 3D form, textiles and weaving.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them (DT/Art curriculum)</p>