



**Beaconsfield Primary School  
Reception Curriculum**

Year: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Loose topics:</b>	<b>My World</b>	<b>Food &amp; Festivals</b>	<b>Frozen Planet</b>	<b>Once Upon a Time</b>	<b>The Environment</b>	<b>Superheroes</b>
<b>Personal, Social and Emotional Development</b> -Making Managing Relationships -Self confidence and awareness -Managing Feelings and behaviour	Unit: Health & Wellbeing - Identifies similarities and differences. - Setting Goals - Being kind to others. - Making friends/resolving conflict. - Health and Hygiene		Unit: Living in the Wider World - Keeping Safe - Feeling proud - Understanding differences - E-safety - Feelings - Fundraising for charity		Unit: Relationships - Fair/Unfair situations - Hygiene - Gender stereotypes - Using medicine safely. - Transition to Year 1	
	-Able to demonstrate friendly behaviour towards peers. -Show confidence in asking adults for help. -Can usually adapt behaviour to different events, social situations and changes in routine.	-To talk about actions and their consequences -To be able to think about how they can help others. -Beginning to be able to negotiate and solve problems without anger. -Awareness of boundaries. -Have developed feelings and emotional based vocabulary.	-Begin to accept the needs of others -Can take turns and share resources - Learn to value praise for what they have done. -Learn to enjoy the responsibility of carrying out small tasks and duties -To talk and describe self in positive terms and talk about my abilities.	-To initiate conversations and listen to others -Select and use activities and resources. -Help keep classroom tidy and enjoy the responsibility of carrying out small tasks. - Talk about and describe self in positive terms and talk about own abilities. - Explains own knowledge and asks questions.	-Children play co-operatively, taking turn with others. - Play in a group extending and elaborating ideas - Becoming more confident to talk about home and community -Understand and follow class rules - Takes steps to resolve conflicts with others looking for compromises.	-To look at changes ahead and planning for these e.g. new year group. - How to be a good friend -To look back on achievements. - Looking ahead to new challenges. -Understands how their own actions affect others.
<b>Communication and Language</b> -Listening and Attention -Speaking - Understanding	- Use more complex sentences to link thoughts - Retell a simple past event in correct order. - To use talk to connect ideas, explain what is happening and anticipate what will happen next, recall and relive past experiences.	-Talks through story sequences and predicts endings -Look at differences in the animals that live in different climate- Extends vocabulary by grouping and naming, exploring the meaning and sounds of new words. -Express themselves	-Talk about the holidays -Begin to talk to connect ideas, explain what is happening and anticipate what might happen next. -Recall and relive past experiences -Develop good conversation skills; taking turns, listening and maintaining eye	-Uses talk to organise, sequence and clarify thinking. - Introduces a storyline or narrative into their play - Uses language to recreate roles and experiences in playful situations - Builds up vocabulary	- Maintains attention, concentrates and can sit quietly for listening activities. -Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. - Understands, responds	-Talks about likes and dislikes and explains reasons for these -Describes friends and how they can help them -Recalls stories in detail and talks about what may happen next when reading -Learning the vocabulary associated with the mini-



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		clearly with awareness of the listener's needs	contact. -Responds and can follow more complex instructions using two part sequences. -Understands and uses humour for nonsense rhymes or jokes.	that reflects the breadth of their experiences.	and uses 'how' and 'why?' -Introduce storyline or narrative into their play. -Children express themselves effectively showing awareness of listener's needs.	beasts -To use past, present and future forms of language appropriately to describe events that have happened already or will happen. -Links statements when talking with a main theme
<b>Physical Development</b> -Moving and Handling -Health and Self Care	-Uses a pencil correctly - Beginning letter formation and write own name -Learning the rules in PE lessons -Finding out how to use the space in the hall appropriately - Using cutlery correctly at lunch time - Staying safe in the playground and how to use the play equipment properly -Begin to show an understanding of keeping clean, why we exercise, why we eat a range of foodstuff and the need of variety in food. -Why we need rest/sleep. - Moves freely with pleasure and confidence in a range of ways. -Runs skilfully and negotiates space	-Begin to be able to negotiate space in PE - Uses different equipment properly e.g. scissors - Begins to form recognisable letters - Negotiates space successfully when playing racing or chasing games -Experiments with different ways of moving. -Jumps off an object and lands appropriately.	-Use a range of equipment safely e.g. scissors, hammers and pens. -To use balancing and climbing equipment safely and confidently. -To form recognisable letters. -To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. - Good control with pencil.	- To be able to catch a ball. - To use tools and equipment safely - Learn to travel safely and balance - Uses anticlockwise movements and retraces vertical lines - Increasing fine motor control and hand eye co-ordination for intended actions whether pushing, patting, throwing, catching or kicking.	-Using handwriting skills more confidently in writing. (Nelson handwriting) -Tools are used for an intended purpose with accuracy and safety during play - Jumps and lands appropriately -Travels with confidence and skill around, under, over and through. - Uses balancing and climbing equipment	-Sequences movements such as travel, jump, stillness and travel back -Practicing writing all our letters correctly. -Handles tools, construction items and malleable materials safely with good control. -Moves freely and with pleasure in a range of movements. Sequencing some actions together.



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	<p>successfully.</p> <ul style="list-style-type: none"> <li>- Draws lines in circles using gross motor movement.</li> <li>- Strengthen fine motor skills to support developing pencil grip/letter formation.</li> </ul>					
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys rhyming and rhythmic activities.</li> <li>-Shows awareness and alliteration.</li> <li>-Recognises rhythm in spoken words.</li> <li>-Sometimes gives meaning to marks they make as they draw and paint.</li> <li>-Ascribes meaning to marks that they see in different places.</li> <li>-Listens to adult reading every day.</li> <li>- Learning about the characters in the reading books.</li> <li>-Reading stories with a familiar setting.</li> </ul>	<ul style="list-style-type: none"> <li>- To talk about and give meaning to marks when drawing and painting.</li> <li>- Listens to stories with increasing attention and recall.</li> <li>-Writes own name</li> <li>-Recognises, understands and uses different forms of writing for a purpose e.g. signs, labels, captions, lists and letters.</li> <li>- Recognise familiar words and signs inferring the meaning whilst out in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to read key words and simple texts.</li> <li>-Describe main story settings, events and principle characters</li> <li>-Developing skills in reading aloud.</li> <li>-Writing for a range of purposes including lists, instructions &amp; labels.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses vocabulary and forms of speech that are influenced by reading.</li> <li>-Enjoy an increasing range of books.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on different fiction/non-fiction texts</li> <li>-Uses non-fiction books correctly to find out facts</li> <li>-Continued reading practice and learning key words</li> <li>-Use phonic sounds more confidently to write their own narratives.</li> <li>-Recalls simple key words when writing</li> <li>-Developing consistent correct letters</li> <li>-Enjoys an increasing range of books</li> <li>-Knows that information can be retrieved from books and computers too.</li> </ul>	<ul style="list-style-type: none"> <li>-Continues reading with an adult</li> <li>-Early spelling patterns</li> <li>-Writing for a range of purposes including recount</li> <li>writing activities of observations and visits events</li> <li>- Confidently reads some common irregular words 'tricky words'</li> <li>-Developed understanding of sentence structure with spaces between words.</li> <li>-Children to be confidently using their marking strips as a guide to write sentences correctly using capital letters, fingers spaces and full stop.</li> </ul>
<ul style="list-style-type: none"> <li>- Phonics</li> </ul>	<p><u>Letters &amp; Sounds/ Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>- Set 1-3</li> <li>- Jolly Phonics actions</li> </ul>	<p><u>Letters &amp; Sounds/ Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>-Set 4 and 5</li> <li>Letter formation</li> </ul>	<p><u>Letters &amp; Sounds/ Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>-Set 6 and 7</li> <li>-Link sounds to letters,</li> </ul>	<p><u>Letters &amp; Sounds/ Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>- Secure letter recognition and</li> </ul>	<p><u>Letters &amp; Sounds/ Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>-Use phonics skills to blend grapheme,</li> </ul>	<p><u>Letters &amp; Sound/Jolly Phonics</u></p> <ul style="list-style-type: none"> <li>-Discuss writing ideas and</li> </ul>



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	<p>and songs.</p> <ul style="list-style-type: none"> <li>- Letter formation</li> <li>- Use phonics to decode simple CVC words</li> <li>- Phase 2 tricky word awareness.</li> </ul>	<ul style="list-style-type: none"> <li>-To hear and say the initial sound in words.</li> <li>- Use developing phonic knowledge to decode CVC</li> <li>-Phase 3 tricky word awareness</li> </ul>	<p>naming and sounding letters of the alphabet.</p> <ul style="list-style-type: none"> <li>- To segment the sounds in simple words and blend them together to together.</li> </ul>	<p>Well-developed letter formation skills.</p> <ul style="list-style-type: none"> <li>- Developing blending skills and becoming confident in common words</li> <li>-To begin to write simple words and sentences using phonic knowledge.</li> </ul>	<p>phoneme correspondences</p> <ul style="list-style-type: none"> <li>-Write simple phonic captions/sentences</li> <li>-Forming capital letters</li> </ul>	<p>orally compose sentences</p> <ul style="list-style-type: none"> <li>-Create simple sentences using phonic knowledge</li> <li>-Children to read their sentences to check it makes sense and is as they intended.</li> </ul>
<p><b>Mathematical Development</b></p> <ul style="list-style-type: none"> <li>- Numbers</li> <li>- Space, Shape &amp; Measure</li> </ul>	<p>Collins 'BusyAnt' scheme of work</p>					
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- People and Communities</li> <li>- The World</li> <li>-Technology</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about similarities and differences in relations to family and friends.</li> <li>-Looking at our own features and body parts.</li> <li>-Learning about different animals and characteristics.</li> <li>-How to use the computer and introduction to using the interactive white board.</li> <li>-Using resources carefully and properly in school.</li> <li>-Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise a range of technology used in places such as home &amp; school</li> <li>-Look at similarities, differences, patterns and change.</li> <li>-Enjoy joining in with family/home based/ cultural customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about things they have observed such as plants, animals, natural and found objects with a focus on growth</li> <li>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world with a focus on different climates/countries/environment.</li> <li>-Look closely at similarities, difference, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>-To know that other children don't always enjoy the same things and are sensitive to this.</li> <li>-To know about similarities and difference in relation to place, object, materials and living things.</li> <li>- E-safety (Smarty the penguin)</li> </ul>	<ul style="list-style-type: none"> <li>-Developing an understanding of a sense of place, environment, climate.</li> <li>-Show an interest in the lives of people who are familiar to them</li> <li>-Talks freely about home and community.</li> <li>-Looks closely at similarities, differences, patterns and changes (humans and caterpillars).</li> <li>- To make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>-To talk about past and present events in the own lives and in those of family members.</li> <li>- They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>-Controlling devices</li> <li>-Using technological equipment</li> <li>-Computer lesson</li> </ul>



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	-Talk about things they have observed such as animals and natural found objects.				-An understanding of how different tools and technologies can be used for different purposes.	
<b>Expressive Art and Design</b> -Exploring and using Media and Materials - Imagination	-Join in with dancing and ring games -Explore mixing and using paint -Use a variety of tools purposefully -Role play, dressing up and performing to friends -Introduction to range of instruments -Uses available resources to create props to support role play based activities -Engages in role play using first hand past experiences	-Expressing and communicating ideas through a range of music, singing and dancing. -Explore what happens when mixing colours -Manipulates materials to the desired effect -Constructs with a purpose in mind -Captures experiences and responses with a range of media, such as music, dance and paint with other materials or words.	-Moves rhythmically to a range of music styles -Sings familiar songs and nursery rhymes - Taps out more complex repeated rhythms. - Creates simple representations of events, people and objects - Plays alongside other children who are engaged in the same creative or role play based activity using their imagination - Uses media and material in a range of ways	-Choose particular colours for a purpose. - Initiates a combination of movements and gestures in order to express and respond to their feelings, ideas and experiences. -Builds small world stories up around props and toys that are available. - Develops imaginative play based on own experiences reflecting on school and home opportunities and visits out and about.	-Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Selects tools and techniques needed to shape, assemble and join materials they are using.	-Use own ideas, thoughts and feelings through design technology, art, music, role play and stories. - Use what they have learnt about media and materials in original ways thinking about different uses and purposes. -Sing songs, makes music dances and experiments with ways of moving creatively as appropriate.