



Curriculum Plan - Reception

Academic Year 2024-2025

The Areas of Learning in the Early Years are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

During each topic children will be immersed in a different theme.

Below is an outline of the curriculum covered in Reception.

| <u>Characteristics of Effective Learning</u> | | |
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| <ul style="list-style-type: none"> • Playing and Exploring – Children investigate and experience things, and ‘have a go.’ • Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. | | |
| A New Beginning | The Great Outdoors | Once Upon a Story |
| <p>Focus Rhymes/Texts:</p> <p>The Colour Monster by Anna Llenas You Get What You Get by Julie Gassman I like Myself by Karen Beaumont Shark in the Dark by Nick Sharratt The Gingerbread Man - Fairytale</p> | <p>Focus Rhymes/Texts:</p> <p>Jack and the Beanstalk - Fairytale The Nian Monster by Alice Wang Amy Wu and the Perfect Bao by Kat Zhang And the Rain Came Down by David Shannon Pip and Egg by Alex Latimer</p> <p>Talk for Writing: Tales from other Cultures</p> | <p>Focus Rhymes/Texts:</p> <p>Stick Man by Julia Donaldson Super Worm by Julia Donaldson The Three Little Pigs – Fairytale There Was an Old Lady Who Swallowed a Fly by Lucille Colandro The Tortoise and the Hare - Fable</p> <p>Talk for Writing: Storybook Fables</p> |

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| <p>Key Skills:</p> <ul style="list-style-type: none"> • Is aware of behavioural expectations and sensitive to the ideas of justice and fairness • Uses language to imagine and recreate roles and experiences in play situations • Is able to recall and discuss information or stories that have been read to them • Can talk about marks they make and discuss them • Uses number names and symbols when comparing numbers, showing interest in large numbers | <p>Key Skills:</p> <ul style="list-style-type: none"> • Shows an understanding of their own feelings and those of others and can regulate their own emotions • Participates in discussions offering their own ideas, using recently introduced vocabulary from stories, non-fiction, rhymes and poems • Begins to read some high frequency words and uses developing phonics knowledge to decode words • Uses phonic knowledge to write such as labels and captions, later progressing to simple sentences. • Explores and represents patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly | <p>Key Skills:</p> <ul style="list-style-type: none"> • Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge • Expresses ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions • Reads aloud simple words and books that are consistent with phonic knowledge, including common exception words • Writes simple phrases and sentences that can be read by others • Begins to explore and work out mathematical problems, using signs and strategies of their choice, including '+' and '=' symbols. |
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