



Moorside Primary School

Reception Overview

In planning and guiding what children learn, we reflect on the different rates at which our children are developing and adjust our practice appropriately. Our curriculum has been mapped out to show how most of our children will progress across their year in Reception. The following overview notes how adults will interact with children and how our environment will meet the needs of all learners. It also includes aspects of our curriculum which will be delivered through high quality adult direct teaching.

PRIME AREAS OF LEARNING				
		AUTUMN TERM	SPRING TERM	SUMMER TERM
PSED – links to PSHE	Building relationships	Transition to Reception/Settling in Making new friends. Sharing, taking turns, being kind, etc. Forming positive relationships with new adults	Developing particular friendships Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed.	Showing sensitivity to others Transition to Year 1
	Managing self	Sharing information about themselves, getting to know one another. Toileting/hand washing/putting on and zipping up coat Getting changed for PE/Forest School/Outdoor learning Developing their knowledge and ability to follow school routines, e.g. lining up, lunch times, etc. Personal safety: NSPCC: Pantasaurus highlighted throughout the year.	Perseverance and resilience through challenge set by adults Becoming a confident member of Team Moorside, exploring the school site, other classes/staff members. Understanding right and wrong: exploring this theme through stories and social stories Staying healthy: PE, physical activity, healthy eating, oral hygiene	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Staying healthy: sun safety, being a safe pedestrian
	Self-regulation	Explore feelings through stories and opportunities to share and talk about their own feelings Shared class rules. Positive reinforcement Looking after our environment: Choose it, use it, put it away		
CL	Listening, attention and understanding Speaking	Wellcomm interventions throughout the year and SALT support for identified children Language rich environment Engagement in stories, non-fiction, rhymes, singing, poems, etc. Blank Level Questions: questioning specific to the needs of individual children Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do		
PD – links to PE	Gross Motor Skills	Resources available throughout the year to support development of gross motor skills: Large scale construction – blocks, tyres, crates, etc. Bikes and scooters, Large scale outdoor sand, water, construction, mud kitchen - Spades/brushes/mops/wheelbarrows, etc. Climbing and balancing equipment Adults to enhance/provide resources to support gross motor development, e.g. painting large scale, washing windows...	As Autumn plus: PE Lessons to focus on particular skills, e.g. ball skills Games to develop ability to negotiate space and obstacles.	As Autumn and Spring plus: Accessing PE session that include use of PE equipment in Gymnastics, sport, etc. Taking part in Sports Day Children able to sit at a table or on the floor using good posture.
	Fine Motor Skills	Developing their fine motor skills throughout the year using: Pencils, scissors, paintbrushes, cutlery, hole punch... Adults to enhance/provide resources to support fine motor development, e.g. tweezers and pomp oms, threading, etc. Children use a dominant hand Letter formation/Handwriting	As Autumn plus: Confidently and safely using a range of tools. Ability to use scissors effectively Able to use knife/fork/spoon independently Begin to hold a pencil correctly and use with increasing control	As Autumn and Spring plus: Begin to be able to use cutlery to cut up their own food. Uses small tools competently. Holds a pencil using a tripod grip and write with control and accuracy.
SPECIFIC AREAS OF LEARNING				
		AUTUMN TERM	SPRING TERM	SUMMER TERM



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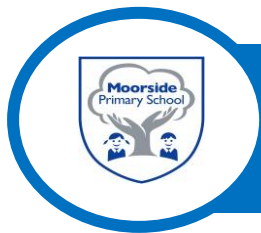
LITERACY	Comprehension	Core stories: see list Stories/texts to enhance/follow interests Understand the five key concepts about print Use vocabulary that is influenced by their experiences of stories. Talk about stories that they have heard read in increasing detail. Re-enact stories that they have heard in their play.	Core stories: see list Stories/texts to enhance/follow interests Use vocabulary that is influenced by their experiences of stories. Describe main story settings, events and characters in increasing detail Re-enact and reinvent stories that they have heard in their play.	Core stories: see list Stories/texts to enhance/follow interests Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describe main story settings, events and characters in increasing detail: begin to introduce KS1 Reading Dog: Vocabulary Victor/Sequencing Suki
	Word reading	Recognises familiar words and signs Common exception words: Red words Set 1 RWI Set 1 + RWI Books: Ditty/Red Book banded books: Lilac/Pink 1/Pink 2/Red 3	Common exception words: Red words Set 1&2 RWI Set 2 + RWI Books: Red/Green Book banded books: Red 4/Red 5	Common exception words: Red words Set 2 RWI Set 2 + RWI Books: Purple Book banded books: Yellow 6/Yellow 7
	Writing	Confidently write their own name Focus on letter formation Write simple words using their phonic knowledge Uses some of their print and letter knowledge to write letters, signs, lists.	Form lower case letters correctly Writes labels, captions, lists using their phonic knowledge	Forms lower case and upper case letters correctly Writes short sentences using their phonic knowledge Begins to use a capital letter and a full stop when writing sentences Re-read what they have written to check it makes sense
MATHS	Number	Match and sort, compare amounts, representing amounts Composition of numbers to 5 Solve real world mathematical problems with numbers up to 5	Introducing zero Comparing/composition up to 10 Bonds to 5. Subitising	Deepening understanding of number/composition to 10 Subitise up to 5 Recall of number bonds to 5 Bonds to 10.
	Numerical patterns	One more/one less Link numerals and amounts up to 5. Count up to 10.	Count beyond 10 Compare numbers One more/one less	Count beyond 20/Ordering to 20 Compare quantities Doubling, halving and sharing Odds and evens Adding more/Taking away
	Shape, space and measure	Compare size, mass and capacity Exploring pattern Shape: 2D circles and triangles, shapes with 4 sides Positional language Time: daily routines, days, weeks, months, seasons, birthdays	Compare mass, capacity Making pairs Combining 2 groups Length, height, time. 3D shape Continue, copy and create repeating patterns	Compare weight and capacity Distance Exploring complex patterns
UW	People, culture and communities – links to RE/PSHE Geography	Talk about members of their immediate family and community: children to share photographs and talk about their family and friends. Becoming familiar with school community and our school site.	Show interest in different occupations: invite members of the community into school to talk about different occupations, vets, paramedics, police, etc. Visits to local area using minibuses/walking.	Talk about where we live and our environment. Children know that they live in Swinton and that this is in Manchester. Children know that we live in England. Visits to local area plus trips to further localities



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		<p>Knowledge and awareness of different countries: look at world maps, globes, stories and photographs of places from all over the world.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways: Diwali: Talk about the Festival of Light. Explore the religious holiday and the story of 'Rama and Sita'. Christmas: family traditions, 'Santa', Christianity</p> <p>Other Key Events: Halloween</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Share experiences of travel/holidays Chinese New Year: Explore China and the traditions of Chinese New Year.</p> <p>Key events: Holi, Easter, Valentine's Day, Mother's Day, Pancake Day, Easter</p>	<p>Know some similarities and differences between life in England and life in other countries.</p> <p>Key events: St. George's Day, Father's Day</p>
	<p>The natural world – links to Geography Science</p>	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside: Rec garden & Forest School</p> <p>Talk about animals.</p> <p>Observe changing weather/seasons: Autumn</p>	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside: Rec garden & Forest School</p> <p>Exposure to maps of different kinds.</p> <p>Observe changing weather/seasons: Winter/Spring</p> <p>Talk about plants, animals and other living things.</p> <p>Understands some important processes: Life cycles of Ducklings</p>	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside: Rec garden & Forest School</p> <p>Follow a simple map, e.g. map of the Reception Garden/Forest School/Classroom.</p> <p>Observe changing weather/seasons: Summer</p> <p>Talk about plants, animals and other living things.</p> <p>Understands some important processes: Life cycles</p>
	<p>Past and present – links to History</p>	<p>Talk about familiar situations in the past using photographs as a stimulus.</p> <p>Remember and talk about past events and celebrations.</p> <p>Look at figures from the past using stories, photographs, videos.</p> <p>Key events: Bonfire Night, Remembrance Day</p>	<p>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read.</p> <p>Remember and talk about past events and celebrations.</p> <p>Look at figures from the past using stories, photographs, videos.</p>	<p>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read.</p> <p>Remember and talk about past events and celebrations.</p> <p>Look at figures from the past using stories, photographs, videos.</p>
<p>EAD – links to</p>	<p>Creating with materials</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings: children will experiment with painting, printing, modelling, drawing.</p> <p>Children will explore colour through paint by using and mixing primary and secondary colours.</p> <p>Throughout the year the indoor and outdoor environment will be resourced with: Malleable materials, e.g. Playdough Station, Self-serve paint area, Workshop/woodwork bench,</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will continue to build on their experiences of painting, printing, modelling, drawing, building, etc. Develop skills of cutting, measuring, joining and combining media.</p> <p>Make use of props and materials when role playing characters in narratives and stories: provision resourced with</p>	<p>Confidently and safely use and explore a variety of materials, tools and techniques.</p> <p>Adults to model/teach skills that interest the children, e.g. sewing, fabric painting, etc.</p> <p>Continue to develop and become more confident with the skills acquired throughout the year.</p>



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	<p>Transient Art, Natural/real life objects to create/build/model, Small and large scale construction, Junk modelling</p> <p>Resources to enhance/follow children's interests</p>	<p>deconstructed role play resources, e.g. cardboard boxes, fabrics/materials, open ended dressing up, etc.</p>	
<p>Being imaginative and expressive</p>	<p>Adults play alongside to model and enhance role play</p> <p>Domestic/home corner role play is developed/enhanced to follow interests/meet the needs of the current cohort.</p> <p>Role play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor's role play. Adults will observe play and enhance where appropriate.</p> <p>Helicopter Stories introduced.</p> <p>Throughout the year: Outdoor Music station for children to explore sound as well as song bags inside for children to engage in music/singing</p> <p>Children to take part in Christmas Show.</p>	<p>Deconstructed role play available for children to invent their own role play areas.</p> <p>Story sacks available for familiar stories.</p> <p>Story Scribing and Helicopter Stories</p> <p>Children learn and sing new songs as well as well-known nursery rhymes and songs.</p> <p>Provide children with opportunities to perform, e.g. Mother's Day Stay and Play.</p>	<p>Children are confident to invent their own role play narratives and are confident to ask for enhancements to meet the needs of their play.</p> <p>Children use their knowledge of stories to invent and develop their own role play using vocabulary influenced by those stories.</p> <p>Story Scribing and Helicopter Stories.</p> <p>Children are able to perform regularly as well as have access to watch a performance.</p>

Laying the foundations for curriculum subjects...

Science History Geography Design & Technology Art Computing RE PSHE Music PE