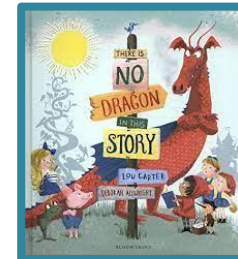
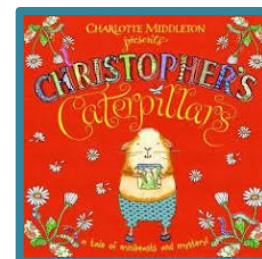
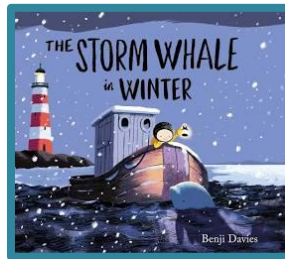
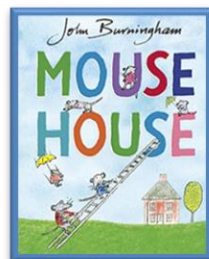


## Reception Curriculum


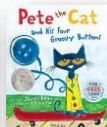
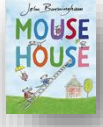



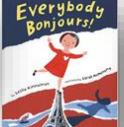

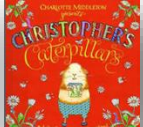

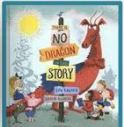
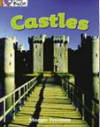
New EYFS Framework 2021



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	<b>Me and my Family / Pets</b>	<b>Nocturnal Animals/ Celebrations</b>	<b>Cold Places</b>	<b>Visiting Paris</b>	<b>Lifecycle of a Butterfly/Minibeasts (Growing things)</b>	<b>Castles and Dragons</b>
<b>Planning around a quality text:</b>  <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>○ <b>We All Have Different Families</b> - Melissa Higgins</li> <li>○ <b>Smelly Louie</b> – Catherine Rayner</li> <li>○ <b>Peepo/ Mockingbird</b> – Allan Ahlberg</li> <li>○ <b>Amazing</b> - Steve Antony</li> <li>○ <b>Happy in our skin</b> – Fran Manuskina</li> <li>○ <b>Home</b> – Carson Ellis</li> <li>○ <b>School in many cultures</b> - Raintree</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>The Leaf Thief</b> - Alice Hemming</li> <li>○ <b>Stanley's Stick</b> – John Hegley</li> <li>○ <b>You must bring a hat</b> - Simon Phillip</li> <li>○ <b>Tidy</b> - Emily Gravett</li> <li>○ <b>Birthdays in many cultures</b> - Raintree</li> <li>○ <b>Cyril and Pat</b> - Emily Gravett</li> <li>○ <b>Birthdays in many cultures</b> - Raintree</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Somebody swallowed Stanley</b> – Sarah Roberts</li> <li>○ <b>Love our Earth</b> - Jane Cabrera</li> <li>○ <b>Blown away</b> – Rob Biddulph</li> <li>○ <b>Secrets of winter</b> - Carron Brown</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Pop up Paris</b> Lonely Planet</li> <li>○ <b>Grandad's Island</b>- Benji Davies</li> <li>○ <b>Amelia Earhart-Little People Big Dreams</b> - Isabel Sanchez Vegara</li> <li>○ <b>I really want the cake</b> - Lucia Gaggiotti</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>RSPB- first book of garden birds</b></li> <li>○ <b>DK First Bug Facts</b></li> <li>○ <b>Mad about minibeast</b> – Giles Andreae</li> <li>○ <b>Jack and the beanstalk</b></li> <li>○ <b>Katie and the sunflowers</b> James Mayhew</li> <li>○ <b>David Attenborough</b> -Little People Big Dreams</li> <li>○ <b>Isabel Sanchez Vegara</b></li> <li>○ <b>Roaming through the rainforest</b>- An Amazon adventure – Barefoot books</li> <li>○ <b>One day in our Blue Planet- In the rainforest</b> Ella Bailey</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Tell me a story</b>- Jackie Morris</li> <li>○ <b>On Sudden Hill</b> - Linda Sarah</li> <li>○ <b>The Dragon Machine</b>- Helen Ward</li> <li>○ <b>George and the Dragon</b> Christopher Wormell</li> <li>○ <b>Homes in many cultures</b> - Raintree</li> </ul>
<b>Trips/Visitors Enrichments</b>	<p>Visitors:</p> <ul style="list-style-type: none"> <li>○ Occupation - School cook</li> <li>○ Occupation vet/different pets</li> <li>○ Grandparents</li> </ul>	<p>Visits</p> <ul style="list-style-type: none"> <li>○ Occupation- park keeper</li> <li>○ Trip: Didsbury Park</li> </ul>	<p>Visits:</p> <ul style="list-style-type: none"> <li>○ Occupation – fishermen/fish shop</li> <li>○ Trip: Library</li> </ul>	<p>Visits</p> <ul style="list-style-type: none"> <li>○ Occupation – baker/lifeboat rescue</li> <li>○ Visit from the vicar</li> <li>○ La Chouquette - French bakery</li> </ul>	<p>Trip:</p> <ul style="list-style-type: none"> <li>○ Lyme Park - minibeast hunt</li> </ul>	<p>Visitors:</p> <ul style="list-style-type: none"> <li>○ Occupation – firefighter</li> <li>○ Nurse</li> </ul>
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Rosh Hashanah</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Harvest Festival</li> <li>○ Diwali / Hannukah</li> <li>○ Christmas church service</li> <li>○ Nativity play</li> <li>○ Christmas Party</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Lent</li> <li>○ Eid</li> <li>○ Easter</li> <li>○ French dressing up day in red, blue and white.</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Observing a caterpillar change into a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>○ Birthdays</li> <li>○ Transition – moving up to year 1</li> <li>○ Dressing up day - dragons and castles</li> </ul>

## MATHEMATICS: □ Numerical Pattern □ Number

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Autumn

### Spring

### Summer

**Learning Priorities:** [Linked to Development Matters 2020](#)

\* See *EY2P Mathematics Long Term Plans*

#### Numerical Pattern / Number

- Recite numbers to 20
  - ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards*
  - ⇒ Break counting chain (not always starting from 1)
  - ⇒ Talk about position ... *before, after*
- Count objects, actions and sounds
  - ⇒ Up to 10 – in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement
  - ⇒ Begin to estimate objects to 8
- Subitise 5 objects (quick recall without counting)
  - ⇒ Matching children to images in workshop areas
  - ⇒ Fast recognition of dice patterns to 6
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 5 ... *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5 and begin to understand this to 10
  - ⇒ Use sentence with support ... *Three is one more than two*
- Explore the composition of numbers to 6
  - ⇒ Recognise total is still the same
  - ⇒ Using variety of resources ... *more, less, makes, equals, altogether*
- **Begin to** explore number bonds to 6
  - ⇒ Use a range of resources
  - ⇒ Understand how to use a flip flap to 5

#### Numerical Pattern / Number

- Recite numbers to 20
  - ⇒ Backward from 20 and **begin to** recite backwards from 20
  - ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards)
  - ⇒ Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
  - ⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking
  - ⇒ Count objects in an irregular arrangement up to 10
- Estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
  - ⇒ Use sentence ... *six is one more than five*
- **Begin to** explore the composition of numbers to 10
- **Begin to** recall number bonds to 10 orally
  - ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/how*
  - ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- **Begin to** share, double and half up to 10 objects

#### Numerical Pattern / Number

- ⇒ Have a deep understanding of number to 10, including the composition of each number
- ⇒ Subitise (recognise quantities without counting) up to 6
- ⇒ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts to double 10.
- ⇒ Verbally count beyond 20, recognising the pattern of the counting system
- ⇒ Count in 10s to 100, 2s to 20, 5s to 100.
- ⇒ Estimate with numbers up to 20.
- ⇒ Compare quantities up to 10 and beyond, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- ⇒ Begin to record addition and subtraction calculations using the appropriate symbols.
- ⇒ Begin to find a missing number with numbers to 10.
- ⇒ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
  - ⇒ Create shape picture ...consolidate ...*2D shape names*
  - ⇒ Put shapes together to make new shape ... *fit, turn*
- Continue, copy and create repeating patterns
  - ⇒ Talk about pattern ... *repeat, next, before, after, in between*
  - ⇒ ABAB AABBAABB ABCABC
- **Begin to** compare length, weight and capacity
  - ⇒ Order 2-3 items by length ... *heavier/est, lighter/est, longer/est, shorter/est*
  - ⇒ Order ribbons by length
  - ⇒ Order Christmas parcels by weight

### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- **Begin to** compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
  - ⇒ ABCABC AABBAABB
- Compare length, height, weight and capacity
  - ⇒ Order 2-3 items by capacity and height
  - ⇒ Order 3 children by height
  - ⇒ Build 3 towers of different heights
  - ⇒ Order 3 parcel of different weights
  - ⇒ Investigate- are big parcels heavier than small parcels?
- **Begin to** order and sequence familiar events
  - ⇒ Become familiar with a clock face and hands
  - ⇒ Learn about 0'clock. What do we do at significant o'clock times in the day?
  - ⇒ Measure short periods of time
  - ⇒ How long does it take to run around the obstacle course - measure time with a stop watch?

### Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
  - ⇒ What 2d shapes can you see on a 3d shape?
  - ⇒ Naming 3d shapes and describing properties.
  - ⇒ Compose and decompose shapes within practical activities
  - ⇒ How many small triangles are within a large triangle?
- Continue, copy and create more complex repeating patterns
  - ⇒ AABBAABB ABCABC ABBABB and patterns with the same shape in different rotations etc
- Compare length, height, weight and capacity
  - ⇒ Does a tall thin container hold more cups of water than a shallow wide one?
- Measure and compare short periods of time
  - ⇒ How many jumps can you do in 1 minute?
  - ⇒ How many times can you run around the obstacle course in 1 minute?