



Yearly Curriculum Framework for Reception

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Topic	<b>Marvellous Me</b>	<b>Fabulous Festivals</b>	<b>Amazing Animals</b>	<b>People who help us</b>	<b>The Sea</b>	<b>Journeys</b>
	<b>Traditional tales to run through all topics</b>					
Trips/Visitors		Invite parents from other faiths and cultures to share. Christmas. Visit St Justus Soldiers	<b>Kent Life</b> (Whole school?)  <b>RSPCA</b>	<b>Fire station</b> Talks from other professionals  <b>Rail Safety</b> Network Rail	<b>The beach</b>  <b>RNLI</b>	<b>Walk to the local park</b> <b>Walk to Friston house</b>
Area of learning focus	<b>PSED</b> <ul style="list-style-type: none"> <li>Making relationships</li> <li>Self-confidence and self-awareness</li> <li>Managing feelings and behavior</li> </ul>	<b>UTW</b> People and communities	<b>Literacy</b> Reading	<b>UTW</b> The world	<b>UTW</b> Technology <b>EAD</b> Exploring and using media and materials	<b>EAD</b> Being imaginative
Continuous area of learning and development	<b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b> <b>UTW</b> <b>EAD</b>	<b>PSED</b> <b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b> <b>EAD</b>	<b>PSED</b> <b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b> <b>UTW</b> <b>EAD</b>	<b>PSED</b> <b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b> <b>EAD</b>	<b>PSED</b> <b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b>	<b>PSED</b> <b>PD</b> <b>C&amp;L</b> <b>Literacy</b> <b>Mathematics</b> <b>UTW</b>
<b>Literacy</b>	Reading •Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words •Listens to and joins in with stories and poems, one to-one and also in small groups. •Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end.		Reading *Continues a rhyming string * Hears and says the initial sounds in words. *Can segment the sounds in simple words and blend them together and knows which letters represent some of them. *Links sounds to letters, naming and sounding the letters of the alphabet. *Begins to read words and simple sentences. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of		Reading Early learning goal. - Children read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Exceeding Children read phonetically regular words of more than	

	<ul style="list-style-type: none"> <li>•Listens to stories with increasing attention and recall.</li> <li>•Describes main story settings, events and principal characters.</li> <li>•Shows interest in illustrations and print in books and print in the environment.</li> <li>•Recognises familiar words and signs, such as own name and advertising logos.</li> <li>•Looks at books independently.</li> <li>•Handles books carefully.</li> <li>•Knows information can be relayed in the form of print.</li> <li>•Holds books the correct way up and turns pages.</li> <li>•Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>•Sometimes gives meaning to marks as they draw and paint</li> <li>•Ascribes meanings to marks that they see in different places.</li> <li>* Squiggle while you wiggle</li> </ul>	<p>books.</p> <ul style="list-style-type: none"> <li>*Enjoys an increasing range of books.</li> <li>*Knows that information can be retrieved from books and computers.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* Gives meaning to marks they make as they draw, write and paint.</li> <li>* Begin to break the flow of speech into words.</li> <li>* Continues a rhyming string.</li> <li>* Hears and says the initial sound in words.</li> <li>* Can segment the sounds in simple words and blend them together.</li> <li>* Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>* Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>* Writes own name and other things such as labels, captions.</li> <li>* Attempts to write short sentences in meaningful contexts.</li> </ul> <p>* Squiggle while you wiggle</p>	<p>one syllable as well as many irregular but high frequency words.</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>They can describe the main events in the simple stories they have read.</p> <p>Writing</p> <p>Early learning goal- Children use their phonic knowledge to write words in way which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Exceeding</p> <p>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p> <p>*Squiggle while you wiggle</p>
<p><b>Communication and language</b></p>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>*Listens to other one to one or in small group, when conversation interests them.</li> <li>*Listens to stories with increasing attention and recall</li> <li>*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>*Focus attention, still listen and do but can shift attention.</li> <li>*Is able to follow directions.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>* Understands use of objects</li> <li>*Shows understanding of prepositions by carrying out an action or selecting correct picture</li> <li>* responds to simple instructions.</li> <li>*Beginning to understand why and how questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>*Beginning to use more complex statements to link thoughts.</li> <li>*Can re-tell a past event in correct t order</li> <li>* Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>* Questions why things happen and gives</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>* Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>* Two-channeled attention-can listen and do for short span.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>* Responds to instructions involving a two-part sequence. Understands humor, e.g. nonsense rhymes, jokes.</li> <li>* Able to follow a story without pictures or props.</li> <li>* Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>* Uses language to imagine and recreate roles and experiences in play situations.</li> <li>* Links statements and sticks to a main theme or intention.</li> <li>* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>* Introduces a storyline or narrative into their</li> </ul>	<p><b>Early learning goal</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>* Children listen attentively in a range of situations.</li> <li>* They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>*They give their attention to what others say and respond appropriately, while engaged in another actively.</li> </ul> <p>Exceeding</p> <p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group</p> <p><b>Early learning goal</b></p> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>*Children follow instructions involving several ideas or actions.</li> <li>* They answer how and why questions about their experiences and response to stores or events.</li> </ul> <p>Exceeding</p>

	<p>explanations          Uses a range of tenses          *Uses intonation, rhyme and phrasing to make the meaning clear to others.          *Use vocab focused on objects and people that are of particular importance to them.          *Build up vocab that reflects the breadth of their experiences.          *Using talk in pretending objects stand for something else in play.</p>		play		<p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.          They can carry out instructions which contain several parts in a sequence.</p> <p><b>Early learning goal</b>  <b>Speaking</b>          * Children express themselves effectively, showing awareness of listeners needs.          *They use past, present and future form accurately when talking about events that have happened or are to happen in the future.          * They develop- their own narratives and explanations by connecting ideas or events.</p> <p>Exceeding          Children show some awareness of the listener by making changes to language and non-verbal features.          They recount experiences and imagine possibilities, often connecting ideas.          They use a range of vocabulary in imaginative ways to add information, express ideas or justify actions or events.</p>	
ICT	Using everyday ICT	Knowing about electronic devices	Using everyday ICT	Knowing the purpose of ICT at school or in the home	Using a Computer	Using ICT and programmable toys to support learning
<b>Music</b> Music Express	Special People- Beat and Tempo	Growth and Change- Loud and Quiet (Dynamics)	Going Places- High and Low- Pitch	Stories and Sounds- Structure	Working World- Texture	Our Senses- Timbre
Physical Education-	Beam Fine Motor	Beam Fine Motor	Gym- use of space Games- beanbags Dance	Gym- Travelling Games- Ball skills Dance	Gym- stretching and curling Games- Hoops and quits Dance	Gym- Games- Dance
Religious Education	Special times	Special times	Special people	Special people	Special places	Special places
PSED	<b>New beginnings</b> *Initiates conversations, attends to and takes	<b>Relationships</b> *Explains own knowledge and understanding, and	<b>Good to be me</b> *Takes steps to resolve conflicts with other	<b>Getting on and falling out</b> *Children play co-operatively, taking	<b>Going for goals</b> *They take account of one another's ideas about how to	<b>Changes</b> *They show sensitivity to others' needs and feelings,

	<p>account of what others say.  * Confident to speak to others about own needs, wants, interests and opinions.  *Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>asks appropriate questions of others.  * Confident to speak to others about own needs, wants, interests and opinions.  *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>children, e.g. finding a compromise.  * Can describe self in positive terms and talk about abilities.</p>	<p>turns with others.  *They say when they do or don't need help.  * Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>organise their activity.  * Children are confident to try new activities, and say why they like some activities more than others.  *They work as part of a group or class, and understand and follow the rules.  *They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>and form positive relationships with adults and other children.  *They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.  *Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</p>
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