



Cams Lane Primary School

Our Reception Curriculum - Our Learning through the Year 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<p>Developing fine motor and gross motor skills:</p> <ul style="list-style-type: none"> - Finger Gym - Dough Disco <p>Becoming aware of space indoors and outdoors.</p> <p>Moving freely with confidence in a range of movements.</p> <p>Using the outdoor climbing frame to develop upper body strength.</p>	<p>Learning to manipulate resources and tools in order to make effective changes to materials.</p> <p>Maintaining good health and self-care.</p> <p>Becoming aware of how to transport and store equipment safely.</p>	<p>Learning about safety and managing risks.</p> <p>Jumping off objects and landing appropriately.</p> <p>Learning about appropriate clothing during winter months, weather and the effects of the cold.</p>	<p>Travelling with confidence using space and a variety of skills.</p> <p>Looking at animal movements (big & small).</p> <p>Obstacle activities – children moving over, under, through and around equipment.</p> <p>Shows control by pushing, throwing, catching and kicking an object.</p> <p>Easter egg number/letter hunt.</p> <p>Building junk ambulances, police cars, fire engines etc.</p>	<p>Focusing on balancing on different parts of the body.</p> <p>Using all our skills to participate in activities, some of which are competitive.</p> <p>Acting out key stories using props and pictures.</p>	<p>Preparing for sports day with similar games that develop balance, control and speed.</p> <p>- Egg and spoon race, running race and balance a bean bag.</p> <p>Taking part in team games.</p>
PSED	<p>Establishing classroom routines and rules.</p> <p>Beginning to develop friendships.</p> <p>To leave parents/carers independently.</p>	<p>Being aware of own feelings and emotions regarding Celebrations</p>		<p>Expressing ourselves through characters in our books.</p>	<p>Taking into account their peer's ideas about the stories and organising activities.</p>	<p>Supporting transitions.</p> <p>Meeting new teacher and visiting new classroom.</p>



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	<p>To access resources independently. Learning to care and respect for property.</p> <p>Discussing our home and community. Introducing class jobs/roles and why they are important.</p> <p>Discussing why it is important to help others and how we might do so in school and at home.</p>	<p>Becoming aware of celebrating our Golden Rules and classroom rules and routines, also following the Five Finger Rule</p> <p>Learning how to manage own feelings.</p> <p>Developing self-confidence and self-awareness.</p> <p>Knowing a trusted adult and how to calm themselves</p> <p>Beginning to develop good relationships with peers and familiar adults.</p> <p>To be able to speak to familiar adults about needs, wants, interests & opinions.</p>	<p>Being able to negotiate and compromise during play situations.</p> <p>Can describe themselves in positive terms and feel proud of own successes.</p> <p>Understanding and following the Golden Rules and related sanctions</p> <p>Children look after themselves, both personal and hygiene needs</p> <p>Becoming aware that own actions affect others.</p>	<p>Discussing morals of stories and hidden messages within stories for the children to interpret themselves.</p> <p>Value other people's opinions and knowing that everyone's opinion is valuable</p>	<p>To talk about the diversity of our school community and origins, showing respect for other cultures from around the world</p> <p>Children are proud of who they are and where they come from, and what they can do</p>	<p>Discussing different types of holidays and understanding that holidays are a luxury.</p> <p>Caring for the environment and all living things.</p> <p>Learning how we can respect natural resource and preserve them.</p> <p>Show emotional maturity and resilience needed for KS1</p>
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<p>Communication and Language</p>	<p>Listens to stories and can recall some key parts and phrases.</p> <p>Exposed to new vocabulary about facial features and body parts. Can identify own body parts.</p> <p>Learning about our senses and how we use them day-to-day.</p> <p>Developing confidence by talking in groups with an adult</p> <p>Can participate in small group sessions, developing listening and verbal skills.</p> <p>Looking at family photos and sharing experiences with their peers and familiar adults in key worker time</p> <p>Why they are important to them.</p>	<p>Looking at family celebration photos and noticing the changes from the photo to present time.</p> <p>Celebrate changes in Autumn within our environment, developing language and expanding vocabulary related to the topic.</p>	<p>Can listen and respond to others in a conversation.</p> <p>Discussing the weather and its effects on our bodies and familiar things in the environment e.g. cars/windows.</p> <p>Personal experiences of any winter weather and what could happen when investigating ice and snow</p>	<p>Learning about the Easter story and discussing the meaning of it.</p> <p>Children can identify patterns within stories Particular characters, wicked and good characters.</p> <p>Can predict different parts within the book and begins to offer explanations for them.</p> <p>To create an imaginary story in their play based on stories and vocabulary they have heard</p>	<p>Children can listen in a range of situations and can listen whilst taking part in a given task</p> <p>Children can maintain attention and focus on longer stories from tales around the world</p> <p>Children can follow more in depth instructions</p> <p>Children use their talk to clarify their ideas</p> <p>Children speak in well-formed sentences which are grammatically correct</p>	<p>Using past, present and future tense in conversations</p> <p>Talking about past holidays they have been on</p> <p>Predicting what will happen.</p> <p>Engaging in role play-acting out stories etc.</p> <p>The changes in the season summer.</p> <p>Looking at transition</p>
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Learning about occupations and different people who might help us.

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<p>Literacy</p>	<p>Hearing and saying the initial sounds in words. Can give meaning to the marks they make.</p> <p>Enjoys rhyming and rhythmic activities and attempts to continue the string.</p> <p>Books about emotions, kindness, teamwork, families and ourselves, people in the community who help us</p> <p>Watching videos, reading books and having visitors to build knowledge about people who help us.</p> <p>Can recognise own name with confidence.</p> <p>Can write own name with increasing control.</p> <p>Children joining in with familiar songs and nursery rhymes</p>	<p>Model making, labelling, captions, pictures, Christmas list, party lists.</p> <p>The Christmas Story. Letters/lists to Father Christmas. Christmas home corner.</p> <p>Children understand that we write from left to right and top to bottom</p> <p>Children are encouraged to hold a book correctly, turning pages correctly</p> <p>Understand books have a beginning and an end, and have text and illustrations</p> <p>To begin to orally segment CVC words independently and attempt to translate this on paper</p> <p>Retelling stories by sequencing pictures and creating story maps.</p>	<p>Books about winter animals. Small world polar regions.</p> <p>Explore facts about animals from cold regions.</p> <p>To verbally explore the features of writing a set of instructions</p> <p>Children share favourite books from home and school, which they know from memory</p> <p>Children can use a books front cover or blurb to make a prediction about the story</p> <p>To begin to write captions independently</p>	<p>Looking at story maps to develop recall of a story. Scaffolding children's writing and mark making to recreate the story.</p> <p>Generating adjectives to describe characters from the stories.</p> <p>Children are familiar with the handwriting families in their weekly handwriting sessions</p> <p>Orally compose a sentence and hold it in memory before attempting to write it</p>	<p>Talk about events from stories from around the world</p> <p>Continue their knowledge of stories through role play</p> <p>Using "because" to give reason when answering why questions about a text</p> <p>Rhyming and Alliteration</p> <p>Children are beginning to use spaces between words when attempting to write a sentence</p>	<p>Holidays, seaside, writing postcards and letters.</p> <p>Fiction books. Looking at poetry and riddles.</p> <p>Following instructions on 'how to make a pirate hat'.</p> <p>Writing short sentences using finger spaces, capital letters and full stops – sentences must make sense</p> <p>Children using a tripod grip writing letters that can be clearly recognized</p> <p>Children are forming lower case and capital letters correctly</p>
<p>Word Reading</p>	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge (Little Wandle) as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014)</p> <p>Progression of Phonics - blending to read and segmenting to spell - is available on Little Wandle planning and on website</p>					
<p>Mathematics</p>	<p>Getting to know you Match, Sort and Compare</p>	<p>It's me 1,2 3! Circles and Triangles 1,2,3,4,5</p>	<p>Alive in 5 Growing 6,7, 8</p>	<p>Growing 6,7,8 (continued) Length and Height, Time.</p>	<p>To 20 and Beyond How many now?</p>	<p>Sharing and Grouping Visual build and map</p>



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	<p>Talk about measure and pattern</p> <p>Expose children to number rhymes</p> <p>Expose children to a visual timetable for sequencing days of the week and months of the year</p>	<p>Introduction of subitising</p> <p>Count objects, actions and sounds</p>	<p>Subitise to 5</p> <p>One more and one less within 5</p>	<p>Building 9 and 10</p> <p>Explore 3D shapes</p> <p>Explore the composition of number to 10</p> <p>Recall number bonds 0-10</p>	<p>Manipulate, compose and decompose</p> <p>Explore the composition of number beyond 10</p> <p>Automatic recall of number bonds to 10</p>	<p>Explore the composition of number beyond 10</p> <p>Automatic recall of number bonds to 10</p>
<p>Ongoing Mathematical skills developed throughout the year</p>	<p>Linking the number symbol with its cardinal number value.</p> <p>Counting beyond ten.</p> <p>Comparing numbers.</p> <p>Understanding the 'one more/one less than' relationship between consecutive numbers.</p> <p>Comparing length, weight, and capacity</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>These concepts and mathematical knowledge are revisited regularly in the Continuous Provision areas.</p> <p>Through the CP areas, more able children can be stretch and less able can be supported.</p>					
<p>Understanding the world</p> <p>Geog</p>	<p>Can describe themselves, features, similarities and difference.</p> <p>Discussing our differences</p>	<p>Celebrating festivals – Diwali, Christmas and Bonfire Night.</p>	<p>Looking closely at similarities, differences, patterns and change.</p>	<p>Looking at simple programme software</p> <p>Mother's day celebrations.</p>	<p>Looking at changes in things around us.</p> <p>Looking into the emotions</p>	<p>Discussing different locations to visit on holiday.</p> <p>Naming different places to visit on holiday.</p> <p>Modes of transport.</p>



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<p>Hist Science Computing</p>	<p>and celebrating them. Knows some things that makes the unique. Expressing our opinions and views and learning to respect others as well.</p> <p>Enjoying joining in with family customs and routines.</p> <p>School routines and roles within our community, and know people who help us</p> <p>Understanding other people's roles in the community and the importance of them</p> <p>Children can talk re the family and relationships and can represent own day at home on a timeline</p>	<p>Understanding these and celebrating differences.</p> <p>Learning about Advent and the meaning of Christmas, how we celebrate it in our homes.</p> <p>Firework topic and firework safety.</p> <p>Understanding differences in celebrations Past/present/ Future.</p> <p>Children know that you can find out information from different sources related to the past</p> <p>Children find out about key historical events and why, and how they are celebrated today Remembrance Day Christmas Day Diwali</p> <p>Children id and name a variety of everyday materials Children are beginning to understand what re-cycle and helping in our environment</p>	<p>Looking at our environment and the effects of seasons change, plant life and animals.</p> <p>New life and animals life cycles</p> <p>Children can describe an animal using some scientific vocabulary and their habitats</p> <p>Chinese New Year</p> <p>Variety of non-fiction texts.</p> <p>Understand some changes in the natural world around them including the seasons</p> <p>Children recognize that some environments are different to where we live</p>	<p>New life, plant life and animals. Life cycles</p> <p>Reading the Easter story.</p> <p>Children describe images of familiar situations in the past when looking and contrast stories</p> <p>Children are confident at comparing and contrasting the past and present</p> <p>Children can recount an event in more detail and children talks and understand changes in their own lifetime and put on a timeline</p> <p>Children id local landmark in the local area and around the world</p>	<p>of others and how our own emotions affect others.</p> <p>King's Birthday and past and present monarchs</p> <p>St. George's Day.</p> <p>Children understand different types of food and where it comes from</p> <p>Using algorithms with bee-bots. Children develop their knowledge of positional language</p>	<p>Health and safety in the sun. Father's Day.</p> <p>Children notice similarities and differences between the past and present independently.</p> <p>Children can a name part of a plant and what it needs to grow</p> <p>Children can grow their own plants and look after them. Observe the growth</p> <p>Children can create own maps and symbols and X marks the spot</p> <p>Explore maps and look at our environment, photo and simple maps. Things we see on a daily basis, noticing patterns, grates, fences, pavements etc.</p>
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		Children use positional language				
Expressive Arts and Design Art & Design Design & Tech Music	<p>Drawing family members as well as themselves. Similarities and differences in family.</p> <p>Malleable area play dough and clay Manipulates materials to achieve planned effect. Selecting tools and techniques to join and shapes materials.</p> <p>Can create simple representations of people – People who help Us Children using their new knowledge of occupations to use as a narrative in their play.</p> <p>Home corner, kitchen and dining set up. - Introducing a story or narrative to their play.</p> <p>Join in with nursery rhymes and songs</p>	<p>Exploring what happens when we mix colours. Experiments to create different textures.</p> <p>Mixing colours to create vibrant Diwali colours and fireworks. E.g creating mosaics and rockets.</p> <p>Festival music to celebrate events this term.</p> <p>Christmas cards and gifts.</p> <p>Painting poppies for remembrance.</p> <p>Post office role play area. Looking at letters and parcels and how the get around the world.</p> <p>Joining in with Nativity songs</p>	<p>Creating a winter wonderland scene. Small world – cold regions with corresponding animals. Looking at ice, melting and freezing.</p> <p>Creating things influenced by the theme and the children’s interests in the New Year.</p> <p>Looking at different ways we can travel to music and sounds.</p> <p>Reinforce pencil grip and children to discuss meaning to their marks</p>	<p>Life cycles of animals, looking at dances and symmetry in dances. Baking – different textures.</p> <p>Mother’s day cards and gifts. Easter cards</p> <p>Using ink pads and inspecting our unique prints.</p> <p>Role play based on a story of the children’s choice/interests.</p> <p>Explore with musical instruments</p> <p>Children using their imagination to crate their own story or retell a story they know</p>	<p>Role play based on stories from around the world</p> <p>Playing alongside peers who are engaged in a similar theme. Playing cooperatively to develop and act out a narrative.</p> <p>Making fruit/veg kebabs and discussing a healthy life.</p> <p>Children continue to extend their imagination through role play, artwork and music</p>	<p>Exploring things we might come across on our summer holiday, what we might feel, see, smell, taste and hear on different holidays.</p> <p>Pirate ship role play using loose parts outdoors. Making jewels, treasure maps, telescopes etc. - things we might find on a pirate ship.</p> <p>Garden centre outdoor role play.</p> <p>Childrens artwork should show more detail which they can discuss</p> <p>Children independently using scissors safely</p>



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	Children beginning to use snip scissors safely	Children using their imagination using props				
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