

## Year R Curriculum Overview 22-23

Our Reception Curriculum delivers the EYFS framework. This document shows an overview of our content linked to five of the seven prime and specific areas. The content for the specific areas of Literacy and Mathematics is included within our English & Maths curriculum documents. Termly curriculum letters explain how this translates into topics. The delivery of our curriculum looks to develop the characteristics of an effective learner as identified in Development Matters.

### Personal, Social & Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others
- Begin to regulate their behaviour accordingly
- Control their immediate impulses
- Give focused attention and show an ability to follow instructions

#### Managing Self

- Confident to try new activities
- Show independence, resilience and perseverance when faced with a challenge
- Understand the behaviour that is expected
- Understand the importance of physical exercise and a healthy diet
- Explain how to keep healthy and safe

#### Building Relationships

- Work and play cooperatively and take turns with others
- Form positive relationships with adults and peers

### Communication & Language

#### Listening, Attention and Understanding

- Listen attentively and make relevant comments during whole class discussions and small group interactions
- Ask questions to clarify their understanding

#### Speaking

- Participate in discussions and offer explanations for why things might happen, using recently introduced vocabulary
- Express their ideas and feelings, using past, present and future tenses in full sentences

### Expressive Arts & Design

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the processes they have used
- Make use of props and materials when role playing

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories
- Sing and perform a range of nursery rhymes, songs, poems and stories
- Try to move in time with music

### Understanding the World

#### Past and Present

- Talk about past and present events in their own lives
- Know some similarities and differences between things in the past and now, drawing on their experiences and books read in class

#### People, Culture and Communities

- Describe their immediate environment
- Know about similarities and differences between themselves and others and among families, communities and traditions
- Explain some similarities and differences between life in this country and life in other countries

#### The Natural World

- Explore the world around them and make observations of animals and plants
- Know about similarities and differences between the natural world around them and contrasting environments
- Understand changes in the world around them, including the seasons and changing states of matter

### Physical Development

#### Gross Motor Skills

- Negotiate space and obstacles safely
- Demonstrate strength, balance and coordination when moving in different ways, such as running, jumping, skipping and climbing

#### Fine Motor Skills

- Handle a pencil correctly
- Handle equipment and tools effectively

During Reception our children will experience a wide range of learning opportunities such as:

- Cooking
- Walks to the local library
- Working within the school grounds e.g. pond dipping & bug hunts

Throughout the year children will listen to and learn traditional tales and rhymes that develop cultural capital.

### Continuous Provision and Direct Teaching

Every day exciting opportunities, indoor and outdoor, are provided for both child initiated play and adult led activities. The Reception space is designed to ensure resources, such as the creation station, are continuously available for the children to access independently. In addition, adults prepare spaces, such as the role play area, to encourage but not dictate particular curriculum foci.

Children are encouraged to focus on a single activity for an increasing period of time as the year progresses. The structure of the space however enables children to move readily to different activities and follow their interests.

Delivery of the curriculum of course does mean that at times children will be directed to a particular activity, be directly taught as a group or be part of an adult led task with a targeted focus.

### Topics

The Autumn term is focused on settling into school and exploring the new environment. The children will be making new friends and trying new activities. Learning will be based through the topic of Rhyme Time and stories of Julia Donaldson.

In the first half of the Spring Term the topic is 'It's a Bears Life'. Activities include searching the grounds for any bears and preparing a Teddy Bear's picnic to enjoy with a special bear from home. The second half of the term is focused on traditional tales, including The Gingerbread Man and The Three Billy Goats Gruff. The children are encouraged to retell and act out the stories using props, puppets and masks.

During the summer the children's learning is based on the topic of Dinosaurs then Space. Initially the role play area becomes a Jurassic Discovery Centre before transforming into a space rocket. The children undertake astronaut training and communicate with aliens.