

Reception Curriculum Coverage

	<ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 				<ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
PSED through 1decision	Pink Goes to School Pink Misses Mummy Blue's Indoor Voice Orange Feels Worried Rainbow Feels Angry Blue Learns to Share Pink is Feeling Sad	Blue Explores Road Safety (Road safety week 22.11.25) Orange Helps Out Yellow Play Fights Rainbow Helps at Home Yellow Wants to Play With Orange Blue's Best Friend Purple Watches the News	Yellow Learns About Germs Why Does Purple Play Differently Orange Brushes Her Teeth Red Visits the Dentist Purple is Poorly Green Stays in Hospital	Purple's Pet Bird Pink Has a New Brother Rainbow's Day Out Green's Daddy Moves Out Pink's Screen Time Orange Moves House	Blue Gets Lost Purple the Passenger Yellow Goes on Holiday Rainbow's Food Journey Red's Nut Allergy Orange Sleeps Over	Green Gets Glasses Red's Hearing Aid Green's Greens	Rainbow Visits the Seaside Red Goes Swimming Green Is Moving up a Year Red Needs The Toilet Yellow's Bedtime
PSED through discussion time and adult modelling.	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Think about the perspectives of others. - Manage their own needs. 	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Manage their own needs. 	<ul style="list-style-type: none"> - Build constructive and respectful relationships. - Manage their own needs. - Identify and moderate their own feelings 	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Build constructive and respectful relationships. 	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Think about the perspectives of others. - Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Manage their own needs. - Identify and moderate their own feelings 	<ul style="list-style-type: none"> - Build constructive and respectful relationships. - Show resilience and perseverance in the face of challenge.
PSED Through continuous provision	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. 						
Physical Development (Gross)	Children in reception will be learning to: <ul style="list-style-type: none"> ● revise and refine the fundamental movement skills they have already acquired such as: rolling, crawling, walking, jumping, running, hopping, skipping, climbing ● progress towards a more fluent style of moving, with developing control and grace ● develop overall body strength, balance, coordination and agility ● further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, aiming 				<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		

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	<ul style="list-style-type: none"> develop confidence, competence, precision and accuracy when engaging in activities that involve a ball develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines develop the foundations of a handwriting style which is fast, accurate and efficient combine different movements with ease and fluency confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes 						
Physical Development: Fine	<ul style="list-style-type: none"> develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons develop the foundations of a handwriting style which is fast, accurate and efficient develop the foundations of a handwriting style which is fast, accurate and efficient confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 						<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Physical Development: through Getset4education	<p>Introduction to PE Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. To store equipment safely when not in use.</p> <p>Physical Skills: run jump hop jump throw catch roll skip</p>	<p>Ball Skills Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. To store equipment safely when not in use</p> <p>Physical Skills: Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, track, dribble with hands</p>	<p>Dance Be bare foot for dance. Move around safely and with control. Have an awareness of others in the teaching space.</p> <p>Physical Skills: actions dynamics space</p>	<p>Fundamentals Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. To store equipment safely when not in use.</p> <p>Physical Skills: run balance change direction jump hop travel</p>	<p>Gymnastics Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. To store equipment safely when not in use. Remove shoes and socks when taking part in gymnastics lessons. To use apparatus safely</p> <p>Physical Skills: shapes balances jumps rocking rolling travel barrel roll straight roll progressions of a forward roll travelling</p>	<p>Games Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. To store equipment safely when not in use</p> <p>Physical Skills: run throw change direction catch strike</p>	
Expressive Arts and Design: Art and DT	- explore, use and refine a variety of artistic effects to express their ideas and feelings	- learning to develop storylines in their pretend play.	- create collaboratively, sharing ideas, resources and skills	-return to and build on their previous learning, refining ideas and	-Safely use and explore a variety of materials, tools and techniques, experimenting with	-Make use of props and materials when role playing characters in narratives and stories.	-Safely use and explore a variety of materials, tools and techniques, experimenting with

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		-return to and build on their previous learning, refining ideas and developing their ability to represent them		developing their ability to represent them	colour, design, texture, form and function. - Share their creations, explaining the process they have used.	- Share their creations, explaining the process they have used.	colour, design, texture, form and function. - Invent, adapt and recount narratives and stories with peers and their teacher.
Expressive Arts and Design: Music	<p>Exploring sound: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Celebration Music: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Sing a range of well-known nursery rhymes and songs. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs.</p>	<p>Musical Stories: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/musical-stories/</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills. -Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Music and Movement: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <u>-ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Transport: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/transport/</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Big Band: https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Sing in a group or on their own, increasingly matching the pitch and following the melody. <u>-ELG: Being imaginative and expressive:</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <u>-ELG: Being imaginative and expressive:</u> Sing a range of well-known nursery rhymes and songs</p>	

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EAD continuous provision	<ul style="list-style-type: none"> - explore, use and refine a variety of artistic effects to express their ideas and feelings - learning to develop storylines in their pretend play. -return to and build on their previous learning, refining ideas and developing their ability to represent them - create collaboratively, sharing ideas, resources and skills -listen attentively, move to and talk about music, expressing their feelings and responses -watch and talk about dance and performance art, expressing their feelings and responses -sing in a group or on their own, increasingly matching the pitch and following the melody -explore and engage in music making and dance, performing solo or in groups 			<ul style="list-style-type: none"> -Make use of props and materials when role playing characters in narratives and stories. - Share their creations, explaining the process they have used. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 		
Understand ing the World: History	<ul style="list-style-type: none"> -talk about members of their immediate family and community -name and describe people who are familiar to them 	<ul style="list-style-type: none"> -comment on images of familiar situations in the past -compare and contrast characters from stories, including figures from the past. 		<ul style="list-style-type: none"> -comment on images of familiar situations in the past -compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> -talk about members of their immediate family and community -name and describe people who are familiar to them 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
Understand ing the World: Geography And Science	<ul style="list-style-type: none"> -explore the natural world around them - describe what they see, hear and feel whilst outside. -Understand some important processes and changes in the natural world around them - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> -understand the effect of changing seasons on the natural world around them Explore the natural world around them, making observations and drawing pictures of animals and plants. recognise that people have different beliefs and celebrate special times in different ways (Halloween, Diwali, Christmas) - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> -understand the effect of changing seasons on the natural world around them -Explore the natural world around them, making observations and drawing pictures of animals and plants. - recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) 	<ul style="list-style-type: none"> -understand that some places are special to members of their community -recognise that people have different beliefs and celebrate special times in different ways (Easter) - recognise some environments that are different from the one in which they live - Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> -draw information from a simple map - recognise some similarities and differences between life in this country and life in other countries - recognise some environments that are different from the one in which they live Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 	<ul style="list-style-type: none"> -understand the effect of changing seasons on the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

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					what has been read in class.	
Religious Education: (Living Difference)		Celebration- Celebrating Birthdays (Christmas) Christian	Belonging Storytelling Christian	Celebration Easter Christian Celebrating New Life	Special Sikhism	Special Special clothes