



Park View Primary School

Curriculum Overview for Reception



PSED - developing the whole child and modern British values

- Build good relationships with peers and adults
- Identify feelings
- Moderate their own feelings
- Think about the views of others
- Use the toilet and wash their hands independently
- Understand what keeps us healthy
- Identify risk and know how to keep safe
- Be confident to work independently
- Express their ideas and opinions
- Be proud of their efforts and achievements
- Have the confidence to try again

English		Communication and Language		Computing	P.E.	
Word Reading <ul style="list-style-type: none"> • Reads individual letters by saying the sounds. • Blend sounds into words. • Read some letter groups such as digraphs and trigraphs. • Read some common exception words linked to Monster phonics • Read simple phrases and sentences • Read words consistent with their phonic knowledge by sound blending. 	Writing <ul style="list-style-type: none"> • Form upper and lower case letters correctly • Spell words by identifying the sounds • Write short sentences using capital letters and full stops. • Re-reads what they have written to check if it makes sense. • Writes recognisable letters, most of which are formed correctly. • Writes simple phrases and sentences that can be read by others. 	Comprehension <ul style="list-style-type: none"> • Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment. • Anticipates key events. • Retells a story and narrative using their own words and recently introduced vocabulary. • Uses and understands recently introduced vocabulary in stories, rhymes, poems and role-play. 	<ul style="list-style-type: none"> • Be able to communicate clearly and speak in full sentences. • Listen to stories with attention and recall. • Identify and talk positively about differences. • Listen to others in a range of situations. • Listens to rhymes and songs, paying attention to how they sound. • Holds a conversation with their teacher and peers. • Listens and responds to what they hear with relevant questions, comments and actions. • Describe events in some detail • Express their feelings using full sentences including past, present and future tenses. • Participates in small group, class and one-to-one discussions. 	<ul style="list-style-type: none"> • Taking a photograph with a camera or tablet. • Programming and using BeeBots • Using the interactive whiteboard during lessons and continuous provision. 	<ul style="list-style-type: none"> • Develop overall body strength, co-ordination, balance and agility • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Develop the foundations of a handwriting style, which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully e.g. lining up and queuing at mealtimes. • Independently get dressed and undressed, for example, putting coats on and using zips and buttons. 	
Maths		Expressive Arts and Design		Understanding the World		R.E.
Number <ul style="list-style-type: none"> • Counts out objects, actions and sounds. • Able to subitise. • Link the numeral with its cardinal number value. • Count to 10 and beyond. • Compare numbers. • Understands one more and one less. • Explore the composition of numbers to 10. • Recalls number bonds to 5 and some to 10. 	Numerical patterns <ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue copy and create repeating patterns. • Compare length, weight and capacity. • 2D/3D shapes 	<ul style="list-style-type: none"> • Explores a variety of artistic effects • Creates collaboratively sharing ideas, resources and skills • Makes use of props and materials when role-playing characters in narratives and stories. • Handles and uses tools safely and correctly. • Explores a variety of materials and techniques experimenting with colour, design, texture, form and function. • Shares creations explaining the process used. • Moves to and talks about music, expressing their feelings and responses. • Develop story lines in pretend play. • To be able to observe and talk about artwork, sculptures, music and dances. 	<ul style="list-style-type: none"> • Comments on images of familiar situations in the past. • Compare and contrast characters from stories. • Knows similarities and differences between things in the past and present. • Talks about the lives of people around them and their roles in society. • Talk about members of their family • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. 		<ul style="list-style-type: none"> • Continue to follow locally- agreed syllabus for RE • See RE LTP (separate document) 	
Curriculum Themes:				Music		
<ul style="list-style-type: none"> • All About Me • Winter Wonderland • Dinosaurs • Bricks and mortar • Growing/Mini-beasts • Pirates and Mermaids 				<ul style="list-style-type: none"> • Experience using a range of art, Design & technology, dance and musical techniques • Explore using your imagination • Sings in a group or on their own following a melody. • Sings a range of well-known nursery rhymes and songs. • Explores and engages in music making and dance • Introduce and describe what pulse, rhythm and pitch are. • Reflect and appraise music • Perform and share work created with others 		