



East Brent C of E Academy - Curriculum Overview Reception

Area of learning	Autumn	Spring	Summer (ELG)
	Begin to understand how to listen carefully and why listening is important	Understand how to listen carefully and why listening is important	Listening, attention and understanding
Communication and language	Children able to wait their turn and wait when prompted	Responds to questions and texts which demonstrate their listening	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
	Beginning to develop new vocabulary linked to topics	Using new vocab linked to topics and to begin to explain what they mean	Make comments about what they have heard and ask questions to clarify their understanding
	Ask questions to find out more and to check they understand what has been said to them	Articulate their ideas in well-formed sentences	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Connect one idea or action to another	Connect one idea or action to another using a range of connectives	Speaking
	Describe events in detail	Use talk to help work out problems and organise thinking and activities, and to explain how things might work and why they might happen	Participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	Engage in story times	Listen to and talk about stories to build familiarity and understanding.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
	Develop social phrases	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	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.
	Listen carefully to rhymes and songs, paying attention to how they sound	Learn songs and rhymes and poems	
	Engage in non-fiction books	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab	

Personal, Social and Emotional Development	See themselves as a valuable individual	Secure constructive and respectful relationships	Self-regulation
	Beginning to build constructive and respectful relationships	Express feelings and consider the feelings of others appropriately	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	Beginning to express their feelings and consider the feelings of others	Show resilience and perseverance in the face of challenge	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
	Beginning to identify and moderate their own feelings socially and emotionally	Identify and moderate their own feelings socially and emotionally	.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.
		Think the perspectives of others	Managing self
	Manage their own needs		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
			Building relationships
			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	Children able to roll, crawl, walk, jump and climb	Children able to hop and skip	Gross motor skills
	Progress towards a more fluent style of moving, with developing control and grace	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	Negotiate space and obstacles safely, with consideration for themselves and others.
	Beginning to develop some pencil control, using scissors to make simple snips	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Demonstrate strength, balance and coordination when playing.
	Able to use a knife, fork and spoon independently	Combine different movements with ease and fluency	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Develop overall body strength, balance co-ordination and agility	Fine motor skills

	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	Develop confidence, competences, precision and accuracy when engaging in activities that involve a ball	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	Develop the foundation of a handwriting style which is fast, accurate and efficient	Use a range of small tools, including scissors, paintbrushes and cutlery
	Beginning to form some letters in their names	Further develop the skills they need to manage the school day successfully Lining up and queuing Mealtimes and personal hygiene	Begin to show accuracy and care when drawing
	Know and talk about the different factors that support their overall health and wellbeing Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian		

Literacy	Read individual letters by saying the sounds for them (phase 2)	Read individual letters by saying the sounds for them (phase 3)	Comprehension
	Beginning to blend sounds into words, so that they can read short words made up of known letter and sound correspondence (phase 2)	Beginning to blend sounds into words, so that they can read short words made up of known letter and sound correspondence (phase 3)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Read a few common exception words (phase 2)	Read some letter groups that each represent one sound and say sounds for them (ch, sh, th)	Anticipate (where appropriate) key events in stories.
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read a few common exception words (phase 3)	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
	Beginning to form some lower case and upper case letters correctly, particularly ones in their names	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Word reading
	Spell simple cvc words by hearing the sounds and writing the letters	Form lower-case and capital letters correctly	Say a sound for each letter in the alphabet and at least 10 digraphs.
	Spell words by identifying the sounds and then writing the sound with letters	Read words consistent with their phonic knowledge by sound-blending.	

		Write short sentences with words with known sound-letter correspondences using a capital and full stop	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Re-read what they have written to check that it makes sense	Writing
			Write recognisable letters, most of which are correctly formed
			Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Write simple phrases and sentences that can be read by others.		

Mathematics	Count objects, actions and sounds	Count beyond ten	Number
	Subitise	Confidently know the composition of numbers to 10	Have a deep understanding of number to 10, including the composition of each number.
	Compare numbers	Automatically recall number bonds for numbers 0 - 10	Subitise (recognise quantities without counting) up to 5.
	Link the number symbol (numeral) with its cardinal number value	Compare length, weight and capacity	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
	Understand the one more/one less relationship between consecutive numbers		Numerical patterns
	Select, rotate and manipulate shapes in order to develop spatial reasoning skills		Verbally count beyond 20, recognising the pattern of the counting system.
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Continue, copy and create repeating patterns		Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding of the world	Talk about members of their immediate family and community	Comment on images of familiar situations in the past	Past and Present
	Name and describe people who are familiar to them	Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society.
	Understand that some places are special to members of their community	Draw information from a simple map	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class..
	Confident to explore the natural world around them	Recognise that people have different beliefs and celebrate special times in different ways	Understand the past through settings, characters and events encountered in books read in class and storytelling
	Able to describe what they see, hear and feel whilst outside	Recognise some similarities and differences between life in this country and life in other countries	People, communities and culture
	Understand the effect of changing seasons on the natural world around them	Recognise some environments that are different to the one in which they live	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
			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.
			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.
			The Natural World
			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.
			Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive	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.	Creating with materials
	Listen attentively to music	Create collaboratively, sharing ideas, resources and skills	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

	Listen attentively, move to and talk about music, expressing their feelings and responses	Share their creations, explaining the process they have used
	Watch and talk about dance and performance art, expressing their feelings and responses	Make use of props and materials when role playing characters in narratives and stories.
Sing in a group or on their own	Sing in a group or on their own, increasingly matching the pitch and following the melody	Being imaginative and expressive
Develop storylines in their pretend play	Explore and engage in music making and dance, performing solo or in groups	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