

### Maths

- Exploring numbers to 10
- Number bonds to 5
- Counting to 10
- One more/one less
- Time
- Sorting groups

## MARYLAND CURRICULUM BASED ON THE NATIONAL CURRICULUM

### RECEPTION AUTUMN

### Physical Development

- Dressing/undressing for PE
- Jumping
- Ball games
- Developing my pencil grip
- Using cutlery

### Understanding the World History/Geography

Who's in your family? What you couldn't do as a baby that you can do now?

#### RE

Celebrations: Diwali; Christmas

#### Science

Using my senses in hands-on exploration of changes in the natural world (seasons)

#### Technology

Becoming familiar with parts of a computer



Welcome  
to  
Reception

### Expressive Art and Design Art

Self-Portraits

#### Design

Textiles: Our Fabric Faces

#### Music

Using our voices and instruments to explore and create music.

Learning and performing a variety of nursery rhymes.

### Communication and Language

- Developing confidence to talk in class discussions and in small groups
- Talking about people who are important to me
- Developing my listening skills when having conversations or being read to

### English

- Practise my letter formation
- Writing my name
- Learning set 1 sounds (Read Write Inc.)
- Starting to blend sounds together to read simple words
- Listening to, retelling and sequencing traditional tales

### Personal, Social and Emotional Development

- Settling in
- Following rules
- All about me- What makes me unique? Exploring similarities and differences
- Discussing feelings
- What makes a good friend?
- Health and hygiene

## RECEPTION SPRING



### Maths

- Number bonds to 10
- Zero
- Doubling & halving to 10
- Comparing groups to 10
- Positional language
- Addition & subtraction
- 2D & 3D shapes

### English

- Blending and segmenting CVC words
- Using phonic knowledge to label pictures and write short sentences
- Writing recognisable letters

### Expressive Art and Design Nature Printing (Eco Printing) Printing/Textiles

### Design and Technology Eat More Vegetables (Dips and Dippers) Cooking and Nutrition

### Music

Explore: family, friends, people and music from around the world

### Communication and Language

- Participate in small group, class and one-to-one discussions, offering their own ideas
- Beginning to talk in longer sentences, using new vocabulary
- Listening to longer stories and remembering what happens.

### Understanding the World Exploring our outdoor areas

### History/Geography

Roles and responsibilities through stories

### RE

Celebrations: Lunar New Year; Passover; Easter; Eid

### Science

Plants

Science week - exploratory experiments

### Computing

Giving instructions and using technology

### Personal, Social and Emotional Development

- Talking about our feelings
- Showing confidence to try new things
- Forming good relationships with their peers and adults

### Physical Development

- Dance - Nursery Rhymes
- Gymnastics - Wide, narrow, curled



### Maths

- Patterns
- Doubling, halving and sharing to 20
- Counting to 20
- Length, height and distance
- Weight
- Capacity
- Odds and evens

### English

- To write simple sentences that can be read by others
- To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
- Demonstrate understanding of what has been read to me and anticipate key events in stories

### Physical Development

- Using large apparatus
- Preparing for Sports Day
- Games

## RECEPTION SUMMER



### Communication and Language

- Develop my own narratives and explanations by connecting ideas or events
- To answer 'how' and 'why' questions about my experiences and in response to stories or events.
- To offer my own ideas, using a wider range of vocabulary.
- Listening attentively and respond to what I hear

### Understanding the World

Exploring the nature garden and beach- changing seasons

### History/Geography

Journeys -

Exploring our local area

Where do we go on holiday?

### RE

Stories and what they tell us

Celebrations: Eid

### Science

Life cycles - butterflies

### Computing

Programming and data handling  
(sorting items)

### Personal, Social and Emotional Development

- People who help us
- Keeping clean
- Stranger danger

### Expressive Art and Design

Colour Creations

Painting

### Design and Technology

Construction: World Structures

### Music

Singing nursery rhymes and learn  
and perform 'Big Bear Funk'



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.

## Understanding the World

### Past and Present

- 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.

### People, Culture and Communities

- 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.

## Personal, Social and Emotional Development

### Self-Regulation

- 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.

### Managing Self

- 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.

## Expressive Arts and 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 process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- 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.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- 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.

### Fine Motor Skills

- 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.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 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.

## Simple Speed Sounds Chart

### Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

### Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

### Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
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### Vowel sounds – stretchy

### Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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