

Communication and Language  
(Prime Area)

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception Class

Curriculum Overview Term 1 and 2

Marvellous Me! My First Term in School

Intent:

By the end of this Topic we will be able to...

Physical Development  
(Prime Area)

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting.

For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Personal, Social and Emotional Development  
(Prime Area)

Select and use activities and resources, with help when needed.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and tooth brushing.

Literacy  
(Specific Area)

Establish a love of books through story time and the provision of our reading area in the classroom.  
Develop our listening skills during daily phonics sessions ready for tuning into hearing and saying letter sounds.

Learn each sound, doing lots of 'Sound Talking' to help to hear all the sounds in words.

Take home reading books and when reading at home, retell the story, recognise that print carries meaning and apply phonics learnt.

Religious Education

Reflect upon the question of 'Who are we?' and 'Why are some times special', learning about Christianity, Judaism and Hinduism.

Think about responsibility and respecting self and others.

Talk about the importance of sharing, particularly in the context of Harvest Festival.

Compare the Festivals Diwali, Hanukkah and Christmas.

Maths  
(Specific Area)

Develop the use of our mathematical language by answering and asking questions. For example, 'How many children are there in the class?'

Use Numicon to support our counting and number skills.  
Explore capacity, filling and emptying containers at the water and sand trays.

Use Bright Bears to explore sorting and patterns.  
Talk about our day and school routine.

Understanding the World  
(Specific Area)

Use all our senses on a sound walk, taste a variety of different foods, use touch to guess what's inside a 'feely box' and investigate smells we do and don't like!  
Make observations when welly walking about the changes in the surrounding landscape as autumn and winter arrive.

Log on to our school computers by using our very own password and use simple programs to help develop our learning in Literacy, Maths and the world around them.

Operate simple equipment, including programmable toys.

Use a mouse, touchpad or touch to control a computer program/app.

Use technological devices carefully and limit our time on them.

Expressive Art and Design  
(Specific Area)

Use collage, painting and modelling to develop our creativity.

Experiment with paint to mix and match colours, creating a self-portrait.

Listen to music and paint pictures of how it makes us feel.

Know daily routines and each other, sing welcome songs, and action rhymes like 'Heads, shoulders, knees and toes'.

Illustrated by Brandon Reeling



**LAUNCH**  
Welcome to Wraxall!!!



**Welcome Service at All Saints Wraxall**

**Christmas Production at All Saints Wraxall**

**TOBACCO FACTORY**

**Visit from The Old Vic Theatre School**

**Global Goals Art Week**

**LANDING**  
Wow! Settled In Now

Inside and Out

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