

CURRY RIVEL CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM PROGRAMME RECEPTION 2020/2021

Red bold- ELG Red- EYFS ages and stages

		AUTUMN		SPRING		SUMMER	
THEME	Starting school	Same roots but different leaves.	Colours colours everywhere	Sun, sea, Sand and seaweed.	Rumble in the jungle. Jungle (wow day)	Wish it, dream it, do it.	All things bright and beautiful
Literacy Reading and writing	Stories we love /Phase one phonics / My family / All about me • Gives meaning to marks they make as they draw, write and paint.	Sequencing stories/ retelling/Mark making Phonics- Letters and sounds- phase 1/2 • Continues a rhyming string. • Hears and says the initial sound in words.	Mystery - Changing stories- own ideasmark making representations Phonics- Letters and sounds Find class mascot • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together	Warning tale Labels Phonics- Letters and sounds Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet.	Fable- Selfish crocodile Phonics- Letters and sounds Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable	Story writing fairy tales Phonics- Letters and sounds • Attempts to write short sentences in meaningful contexts • Children use their phonic knowledge to write words in ways which match their spoken sounds.	Instructions writing- Hungry caterpillar Phonics- Letters and sounds • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular

				Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	letters to communicate meaning, representing some sounds correctly and in sequence.	 They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths			White	e Rose Scheme of w	vork		
Physical development (PE)(HSC)	Gross motor skills	 Gross motor skills Experiments with different ways of moving. Jumps off an object and lands appropriately. 	Ball skills • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Dance and body movement Experiments with different ways of moving. Children show good control and co- ordination in large and small movements	Circuits and fitness Shows understanding of how to transport and store equipment safely.	• Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	 Athletics They move confidently in a range of ways, safely negotiating space Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills	Fine motor skills

Personal social and emotional	Uses simple tools to effect changes to materials. Rules /classroom boundaries	Health and self- care Own abilities/ talents Friendships and	Senses - touch, smell,		Health and self- care Truths/ feelings • •Understands that own actions	Discusses own abilities - when I grow up	Health and self-care.
development .	Aware of the boundaries set, and of behavioural expectations in the setting.	family Confident to speak to others about own needs, wants, interests and opinions.	hearing Eye sight Children are confident to try new activities, and say why they like some activities more than others		affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	 They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	
Expressive, Arts and designs (Art)	Summer news- paint/ drawings • Chooses particular colours to use for a purpose.	Self-portraits- representations of others. • Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Colour mixing Making representations- accurately Colours for purpose. Explores what happens when they mix colours.	Drawing real life objects/ landscape pictures • Create simple representations of events, people and objects • Children use what they have learnt about media and materials in original ways	Music and movements- changing music. Textures and print Begins to build a repertoire of songs and dances	Role play- storylines They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Communicati on and Language	Following instructions- COVID routines Home/ summer events • Listens and responds to ideas expressed by others in conversation or discussion.	Circle time- listening to others- following class rules/ events	Talks about own experiences and events- tenses. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Discusses past and future experiences Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Focus on why and how questions	Following stories without prompts • Maintains attention, concentrates and sits quietly during appropriate activity.	 They give their attention to what others say and respond appropriately, while engaged in another activity Children follow instructions involving several ideas
Understandi ng the world - science.	Routines- people and experiences	People and communities- People and differences. Technology- homes and devices. Places in the world- kenya Family trees Looks closely at similarities, differences, patterns and change	Family routines - Similarities and differences Celebrations. • Enjoys joining in with family customs and routines.	Floating and sinking. Children talk about past and present events in their own lives and in the lives of family members.	•Completes a simple program on a computer	They talk about the features of their own immediate environment and how environments might vary from one another. They know about similarities and differences between themselves and others, and among families, communities	Observations on plants/ growth and discuss changes. own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

				and traditions.		
RE	Programme being developed					
Computing - (Technology)		Technology in our life Computer skills /multimedia	Programming	Data handling		
Outdoor learning	Creating and critically thinking/active learning/ playing and exploring. PSED- aware of boundaries/work as a team. C&L- listening to instructions. – UTW- looks at similarities, differences, patterns and change. EAD- uses tools for purpose and effect					