



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 <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. 	Sequencing stories/ retelling/Mark making Phonics- Letters and sounds- phase 1/2 <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. 	Mystery - Changing stories- own ideas. -mark making representations Phonics- Letters and sounds Find class mascot <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular

	<ul style="list-style-type: none"> Uses simple tools to effect changes to materials. 	Health and self-care			Health and self-care		Health and self-care.
Personal social and emotional development	<p>Rules /classroom boundaries</p> <ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. 	<p>Own abilities/ talents</p> <p>Friendships and family</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. 	<p>Senses - touch, smell, hearing</p> <p>Eye sight</p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others 		<p>Truths/ feelings</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<p>Discusses own abilities - when I grow up</p> <ul style="list-style-type: none"> 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)	<p>Summer news-paint/ drawings</p> <ul style="list-style-type: none"> Chooses particular colours to use for a purpose. 	<p>Self-portraits-representations of others.</p> <ul style="list-style-type: none"> 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. 	<p>Colour mixing</p> <p>Making representations-accurately</p> <p>Colours for purpose.</p> <ul style="list-style-type: none"> Explores what happens when they mix colours. 	<p>Drawing real life objects/ landscape pictures</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects Children use what they have learnt about media and materials in original ways 	<p>Music and movements-changing music.</p> <p>Textures and print</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances 	<p>Role play-storylines</p> <ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.. 	<ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Communication and Language	<p>Following instructions- COVID routines Home/ summer events</p> <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion. 	<p>Circle time- listening to others- following class rules/ events</p>	<p>Talks about own experiences and events- tenses.</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<p>Discusses past and future experiences</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> • Focus on why and how questions 	<p>Following stories without prompts</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. 	<ul style="list-style-type: none"> • They give their attention to what others say and respond appropriately, while engaged in another activity • Children follow instructions involving several ideas
Understanding the world - science.	<p>Routines- people and experiences</p>	<p>People and communities- People and differences. Technology- homes and devices. Places in the world- kenya Family trees</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change 	<p>Family routines - Similarities and differences Celebrations.</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	<p>Floating and sinking.</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> • Completes a simple program on a computer 	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environment s might vary from one another. • They know about similarities and differences between themselves and others, and among families, communities 	<p>Observations on plants/ growth and discuss changes.</p> <ul style="list-style-type: none"> • 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.

