

Shalom Noam Reception Curriculum

Reception						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication and Language					
Listening, Attention, Understanding & Speaking	<p>Model how to listen carefully and why listening is important.</p> <p>Develop social phrases through modelling.</p> <p>Teach new vocabulary related to The Seasons.</p> <p>Teach New vocabulary related to Animals using non-fiction books e.g. hibernation, camouflage.</p> <p>Sequencing a story with props/toys.</p> <p>Retelling a traditional Tale of children's choice (British Values).</p> <p>To learn rhymes, poems and songs.</p>	<p>Listening to instructions and perform actions.</p> <p>Retell a story, after deep familiarity, with some exact repetition.</p> <p>Answer comprehension questions in books with home readers and class stories.</p> <p>Notice differences between fiction and non-fiction texts and relate information to our own lives.</p>	<p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To be able to connect one ideas or action to another using a range of connectives.</p> <p>To be able to engage in non-fiction books with an additional focus on other cultures.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary regarding different places around the world.</p> <p>To be able to 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</p>	<p>To be able to describe events in some detail. To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions offering their own</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to use talk to help work out problems and organise thinking and objectives.</p> <p>To explain how things, work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, poems, books from home and mystery reader books when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books, (including those about other cultures outside what they are familiar with) and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including past, present and future tenses</p>

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			support from their teacher.	ideas, using recently introduced vocabulary. 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.	taught in Topic in discussions and play. Participate in small group, class or one to one discussion, offering their own ideas, using recently introduced	and making use of conjunctions, with modelling and support from their teacher. To know and be able to use the new vocabulary taught in Topic in discussions and play.
	Physical Development					

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Gross Motor and Fine Motor Skills	<p>Revise and refine the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping and skipping</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine motor activities that promote skills for writing e.g. cutting and wind-up toys.</p> <p>To engage in gymnastic and dance activities.</p>	<p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, with soft balls.</p> <p>Activities to develop overall body-strength, balance and coordination.</p> <p>Fine motor activities that promote skills for writing e.g. hammers and nails and pegging activities.</p> <p>To know and be able to perform in small groups some floor Gymnastic moves.</p>	<p>Mini Games and Invasion Games.</p> <p>To be able to Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical activities.</p> <p>To be able to perform a single skill.</p>	<p>Progress towards a more fluent style of movement developing control and grace.</p> <p>Develop small motor skills in order to use a wide range of tools competently, safely and confidently.</p> <p>To talk about the factors that affect our health: physical activity, healthy eating, toothbrushing, sensible amounts of screen time, good amounts of sleep and being a safe pedestrian.</p>	<p>Team games that involve batting, and aiming with a variety of sizes and weights.</p> <p>To use good posture when sitting at a table or on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Striking and Fielding activities that involve teamwork and collecting and retrieving skills.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Develop skills to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene.</p> <p>Develop a handwriting style that is fast and accurate.</p> <p>Target throwing from differing leverages.</p>
	Personal, Social and Emotional Development					
Self-Regulation Managing Self Building Relationships <p>(These have been split for extra focus but will be ongoing.)</p>	<p>Discuss our Feelings as we transition to Reception</p> <p>Packing/unpacking Independence skills</p> <p>SEAL: Pass the squashy toy: Talk about what I like/ my favourite toy.</p>	<p>People Who Help us</p> <p>Road Safety, Stranger Danger Workshop and</p> <p>Safety at Home through Topsy and Tim.</p> <p>SEAL: What I'm good at</p> <p>Anti- Bullying Week</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p>	<p>To be able to think about perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>To be able to show sensitivity to their own and others feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge.</p> <p>To be able to give focused attention to what the</p>

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	British Values e.g. voting, tolerance, fairness and good manners.	To be able to show resilience and perseverance in the face of challenge. To be able to identify and moderate their own feelings socially and emotionally.	To be able to display confidence to try new activities	To be able to display confidence when trying new activities.		teacher, their peers and others less familiar to them says.
	Mathematics					
Number Numerical Patterns (These have been split for extra focus but will be revisiting throughout the year in a maths rich continuous provision) and progression will be determined by assessment)	Counting objects Match numeral with cardinal amount Ordering Numbers One more/one less with consecutive numbers Continue a repeating pattern ABAB, ABBA Compare length and weight.	Simple addition using a number sentence Doubles/Halves Explore composition of numbers to 5 Select shapes and teach names of 2D & 3D shapes. Play with and rotate shapes to develop spatial reasoning skills. Language of position	Counting Objects Ordering Numbers Subtraction to 5 Subitising numbers up to 5 with dice games like snakes and ladders Compare numbers of differing amounts e.g. top trumps.	Subtraction to 10 Time to the hour Tally charts Bar charts and surveys Money, buying and change	Represent patterns in numbers: Odd and even numbers to 10 Compose and decompose shapes, e.g. show how a hexagon is made up of triangles using magnetiles or a cereal box is made up of rectangles. Explore capacity Automatic recall of number bonds to 5 and some to 10.	To be able to Double and know and recall double number facts. To be able to solve number word problems Verbally count beyond 20 Concept of greater than, less than, equal to To be able to count in 2s, 5, and 10's Have a deep understanding of each number to 10 including composition.
	Literacy					
Comprehension Work Reading Writing	Oral blending and segmenting activities Learn 2 single sounds per week. Phase 2: s,a,t,p,i,n,m,d,g,o,c,k	Learn single sounds ck, e, u, r, h, b, f, ff, l, ll, ss HRS words from Little Wandle school phonic programme Write names freely	Phase 3: Learn sounds j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, igh HRS words matched to Little Wandle school phonic programme	Learn sounds oa, ar, ur, oo, oo, or, ow, oi, ear, air, ure, er Re-read what they have written to check it makes sense, remember finger spaces.	Phase 4. Revision of sounds. Read aloud simple sentences and books that are consistent with their phonic knowledge and including some	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.

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	<p>HRS words from Little Wandle school phonic programme</p> <p>Blend sounds into words VC, then CVC</p> <p>Tracing Names</p> <p>Write single sounds phase 2: set 1, 2, 3.</p> <p>Make letters and CVC words with magnetic letters, playdough, in glitter.</p>	<p>Write CVC or CVCC words or captions with HRS words and sounds learnt so far</p> <p>Begin to read words and simple captions.</p> <p>Start to understand the structure of a sentence with Capitals and full stops when reading and writing.</p> <p>Write for different purposes like badges and cards and forms in role play.</p>	<p>Form lower case and upper-case letters correctly</p> <p>Spell words by identifying the sounds and writing the sounds with letters.</p> <p>Writ short sentences using a capital letter and full stop.</p>	<p>Anticipate key events in stories</p> <p>Demonstrate understanding of what has been read to them using their own words and recently introduced vocabulary.</p> <p>Read words consistent with phonic knowledge by sound blending.</p>	<p>common exception words.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, on-fiction, rhymes and poems during role play.</p>	<p>Write simple phrases that can be read by others.</p>
	Understanding the World					
<p>People, culture, and Communities</p> <p>The Natural World</p>	<p>Comment on image from past/outing/summer holiday.</p> <p>My Family and community.</p> <p>Chaggim: Understands some places special to members of their community through discussing Jewish festivals, sukkah, shul.</p> <p>Black History Week</p> <p>Recognise some similarities and differences between life</p>	<p>Recognise people have different beliefs and celebrate in different ways, e.g. Diwali, Chanukah, festivals of Light.</p> <p>Recognise some environments are different to the one in which they live.</p> <p>To explore Natural World and describe what they see, feel and hear whilst outside.</p> <p>To understand the effect of changing</p>	<p>Winter</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To learn about other cultures in other places in the world.</p> <p>To be able to comment on images of familiar situation in the past.</p>	<p>Draw and label diagram of a plant</p> <p>To be able to continue to show respect and tolerance for those with different faiths and beliefs.</p> <p>To be able to respect the values, ideas and beliefs of others.</p>	<p>Spring</p> <p>Following visit to Farm Visit talk about Animal Homes, e.g. chicken coops.</p> <p>Draw animals and label</p> <p>Understand effect of changing seasons on the Natural World around them in SPRING</p> <p>Talk about Our Homes, looks at aerial view of a street</p> <p>Draw our street</p>	<p>Explain the differences between this country and other countries using stories, non-fiction texts and maps.</p> <p>To explore and record findings with Sinking and floating</p> <p>Explain the effects of different materials and weight using cars, trucks and ramps.</p> <p>Explore and talk about different forces they can feel.</p>

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	<p>in this country and life in other countries.</p> <p>Talk about the 'sea' and the 'land' on map related to country we are learning about.</p>	Seasons on the Natural World in Autumn	To be able to compare characters from stories including figures from the past.		<p>To know about some lifecycles e.g. a frog</p> <p>Light sources and refraction using torches and Perspex prisms</p>	Explore a simple circuit
	Expressive Arts and Design					
<p>Music</p> <p>Creating with Materials and Being Imaginative</p> <p>ICT</p>	<p>Look at Artist Slava Ilayev. Children to create pictures in the style of Ilayev using mixed media.</p> <p>Small group performances of a traditional tale</p> <p>Use of instruments to accompany an Autumn story.</p> <p>Dance to music with scarves keeping in time and copying actions.</p> <p>Listen to music and move in ways to express growth of plants, animal activity and other things we experience.</p>	<p>Perform a dance and make up moves. Match movements to music.</p> <p>Listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations.</p> <p>To be able to move to musical stimuli and keep in time to the music.</p> <p>To be able to perform songs on stage to others.</p> <p>To learn about and create crafts from different cultures.</p> <p>To know colours can be mixed together to make a new colour.</p>	<p>Van Gogh Starry Night</p> <p>To know different songs and dance from around the world.</p> <p>To be able to join in simple songs remembering some of the words.</p> <p>To be able to participate in action songs which call for movement.</p> <p>To be able to return to and build on their previous learning refining ideas and developing their ability to represent them.</p> <p>To be able to explore art from different places around the world.</p>	<p>To know a repertoire of songs - nursey rhymes, topical, seasonal, interdenominational and multi-cultural.</p> <p>To be able to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p> <p>To be able to create collaboratively sharing ideas, resources and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different use and purposes for a range of media materials.</p>	<p>Monet waterlilies</p> <p>Be able to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To know that they can use their voices whilst acting to create a dramatic affect.</p> <p>To draw observational pictures of plants and features of the natural world.</p> <p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour, design, texture, form and function.</p> <p>To be able to construct with a purpose.</p>	<p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To begin to be able to move rhythmically.</p> <p>To recognise repeated sound and motion movements in music.</p> <p>To know and select tools and techniques needed to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>To make props for their play.</p>

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		<p>To be able to invent narratives in role play.</p> <p>To be able to play with other during role play who are engaged in the same theme.</p> <p>To be able to sing and perform songs and rhymes from different celebrations.</p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p> <p>To make props and retell historical stories for different celebrations.</p> <p>To perform songs in celebrations, show.</p>	<p>To use simple tools and techniques competently and appropriately when creating arts from around the world.</p> <p>To be able to select tools and techniques need to shape, assemble and join materials they are using and explain the process they have used.</p>	<p>To be able to use paints and pastels and other resources to create observational drawings.</p>		
Possible Themes/Interests/Lines of Enquiry						
	<p>All about me</p> <p>Family/Community</p> <p>Black History</p> <p>Rosh Hashanah, Yom Kippur and Succos</p> <p>Autumn</p> <p>A traditional Tale</p>	<p>Guy Fawkes</p> <p>Colours- mixing</p> <p>People Who Help Us</p> <p>Safety</p> <p>Superheroes</p> <p>Autumn</p> <p>Chanukah</p> <p>A Traditional Tale</p>	<p>Winter</p> <p>Healthy Eating</p> <p>Chinese New Year</p> <p>Purim</p> <p>Pirates</p>	<p>Space</p> <p>Houses and homes</p> <p>Planting</p> <p>Pesach</p>	<p>Mini Beasts</p> <p>Local Area</p> <p>Farms</p> <p>Life cycles</p> <p>Shavuot</p>	<p>Going on Holiday</p> <p>The World</p> <p>Transport</p> <p>Summer</p> <p>Moving to Year 1</p>
Recommended books						
	<p>Big Book of Feelings</p> <p>Non-Fiction Books:</p>	<p>Topsy and Tim Meet the Police</p>	<p>Non-fiction books about Chinese New Year and Winter</p>	<p>The First Hippo on the Moon</p>	<p>The Hungry Caterpillar</p>	<p>Jolly Pocket Postman</p>

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	Acorn to Oak Tree	Topsy and Tim Meet the Firefighters	The Bear that went Boo	Aliens love Underpants	The Munching and Crunching caterpillar	Countries around the world
	Bears					
	Africa					
	My First Atlas	Topsy & Tim Safety First	The Grufalo	Astronaut Dark as Dark	What the Ladybird Heard	Travelling Bear
	Handa's Surprise				The Very Lazy Ladybird	Naughty Bus
	The Bear Snores On	The Bears in the Bed and The Great Big storm	The Grufalo's Child	Non-Fiction Books about Homes	Superworm	Hansel and Gretel
	My Family		The Pirate Next Door	Homes Around the world.	The Three Little Pigs	Tiger Who Came to Tea
	All About Me	Stanley's Stick	Pirate Pete and his Smelly Feet		The Little Red Hen	Non-Fiction Books on Transport
	My Body	Let's Stay Safe Supertato	The Night Pirate	The Enormous Turnip	Non- Fiction Books on Farms and Animals	
	All kinds of Beliefs	Owl Babies	Oliver's Vegetables	The Tiny Seed		
	Sammy Spider my First Rosh Hashanah	The Colour Monster	I will never not eat a tomato -Charlie and Lola			
	Goldilocks and The Three Bears	Rainbow Fish	Katie in London			
		The Magic Paintbrush				
		Postman Bear				