

## Reception Curriculum Overview for Leigh Beck Infant and Nursery Academy

### Leigh Beck Infant and Nursery Curriculum Vision

At Leigh Beck, we recognise that a child's experiences up to the age of five have a huge impact on their future life. We are passionate about children being happy, confident, well-rounded individuals with a love for learning and believe that the Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon throughout their school life. We treat children as individuals, celebrating their differences and building on their strengths, supporting their needs and enabling them to reach their full potential.

### Curriculum Goals

<ul style="list-style-type: none"> <li><b>LISTEN</b> to others with intent</li> <li><b>ASK</b> a relevant question, make a relevant comment</li> <li>Participate in a back-and-forth <b>DISCUSSION</b> with friends &amp; teachers</li> <li><b>EXPRESS</b> ideas, feelings and explanations in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Be <b>INDEPENDENT</b> learners who are relaxed, open &amp; <b>ACTIVE</b> in the environment</li> <li>Build positive <b>RELATIONSHIPS</b> with others</li> <li><b>REGULATE</b> their own emotions and behaviour</li> <li>Be <b>INDEPENDENT</b> learners who manage their own self-care</li> </ul>	<ul style="list-style-type: none"> <li><b>ENJOY</b> moving their bodies in different ways</li> <li>Manoeuvre with <b>SAFETY</b> and <b>CONFIDENCE</b></li> <li><b>HOLD</b> writing tools effectively</li> <li><b>USE</b> cutlery confidently</li> </ul>	<ul style="list-style-type: none"> <li><b>TALK</b> about a favourite story</li> <li>Use recently-introduced <b>VOCABULARY</b> from core class texts</li> <li><b>READ</b> a book consistent with their phonics knowledge</li> <li><b>WRITE</b> a simple sentence consistent with their phonic knowledge that can be read by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li><b>UNDERSTAND</b> numbers to 10 in depth</li> <li><b>RECALL</b> key number facts to 10</li> <li><b>COUNT</b> beyond 20</li> <li><b>EXPLAIN, REASON &amp; PROBLEM SOLVE</b> using numbers to 10</li> <li><b>UNDERSTAND</b> shape, space and measure</li> </ul>	<ul style="list-style-type: none"> <li><b>KNOW</b> who is important in their life and why</li> <li>Understand important <b>PROCESSES</b> in the natural world</li> <li><b>APPRECIATE</b> different religious and cultural communities locally and around the world</li> <li><b>LOG ON</b> to a school computer using their personal username and password</li> </ul>	<ul style="list-style-type: none"> <li><b>EXPRESS</b> themselves through their favourite mediums</li> <li>Use tools and techniques to make own <b>INVENTIONS</b></li> <li><b>TELL</b> their own story</li> <li><b>PERFORM</b> to an audience</li> </ul>
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### EYFS Curriculum Content

Each planned topic is included in the curriculum for specific reasons. Each topic has related themes, resources and activities that can be used in enhanced provision alongside those related to need and those inspired by the children's interests.

<b>Enrichment Activities</b>	<ul style="list-style-type: none"> <li>A tour of our new school and surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Concert</li> <li>Christmas Lunch</li> <li>Christmas party</li> <li>Christmas jumper day</li> <li>Church visit</li> </ul>	<ul style="list-style-type: none"> <li>Chinese Cooking</li> <li>Pancake Tossing</li> </ul>	<ul style="list-style-type: none"> <li>Character dress up day</li> <li>Easter egg hunt</li> </ul>	<ul style="list-style-type: none"> <li>Forest School session</li> <li>Summer Disco</li> <li>Whole school celebration picnic</li> <li>Animal visit to school</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the zoo</li> <li>Sports day</li> <li>Move Up morning</li> <li>Summer Concert</li> </ul>
<b>Celebrations/ Awareness Days</b>	<p style="text-align: center;">Harvest Festival Moon festival</p>	<p style="text-align: center;">Black History Month Diwali Bonfire Night Remembrance Children in Need Kanza Bhai Dooj King Charles III Birthday</p>	<p style="text-align: center;">New Year Safer Internet Day Valentine's Day Chinese New Year Well-being week Holi</p>	<p style="text-align: center;">Shrove Tuesday World Book Day St. Patrick's Day World Poetry Day Mothers' Day Easter</p>	<p style="text-align: center;">Ramadan Eid-al-Fitr St. George's Day</p>	<p style="text-align: center;">Pride month World Music Day</p>

<p style="text-align: center;"><b>C&amp;L</b></p>	<ul style="list-style-type: none"> <li>• Listen for short periods on the carpet to direct teaching and at story time</li> <li>• Listen to and following instructions</li> <li>• Wait our turn to talk</li> <li>• Use talk to meet our needs</li> <li>• Share key information about ourselves and our family members</li> <li>• Talk about our favourite things - show and tell</li> <li>• Circle times to share our 'wow moments'</li> <li>• Talk partners introduced</li> <li>• Comment on what we are doing/answering more questions</li> <li>• Learn songs and lines for the Nativity and perform to an audience</li> <li>• Retell/act out our favourite stories</li> <li>• Join in with repetitive and familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire new, subject- specific vocabulary</li> <li>• Develop back-&amp;-forth conversations; listening to &amp; remembering what the other person has said and acting on it</li> <li>• Ask questions, finding out answers together &amp; commenting on non- fiction texts</li> <li>• Listen carefully to retrieve facts from non-fiction texts</li> <li>• Join in with rhyming in familiar stories</li> <li>• Learn songs and lines for class assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Develop back-and-forth conversations; remembering what the other person has said and responding appropriately</li> <li>• Comment on and ask questions about favourite things, discussing with others in a group</li> <li>• Ask, and find out, about the environment and nature</li> <li>• Share feelings, worries, concerns about moving to Year One and listen to those of others with empathy</li> <li>• Ask relevant questions of their new teachers</li> <li>• Make predictions about what might happen next e.g. life cycle, year one</li> <li>• Share facts they know and ask questions about topics we have learnt</li> <li>• Tell their own stories to an adult and act them out as part of a group</li> </ul>
<p style="text-align: center;"><b>PSED</b></p>	<ul style="list-style-type: none"> <li>• Leave parent/carer at the classroom door</li> <li>• Get to know teachers and support staff and feel safe with them</li> <li>• Share how I'm feeling with familiar people</li> <li>• Understand who trusted adults are in my life</li> <li>• Follow simple instructions</li> <li>• Learn about our class Rules and how to follow them</li> <li>• Play alongside and with new friends</li> <li>• Stay safe at Bonfire Night</li> <li>• Use toilet &amp; washing hands at school</li> <li>• Begin changing for PE and swimming with support</li> <li>• Learn about and practice pool safety</li> <li>• Collect and eat my lunch at school</li> <li>• Play with a variety of children and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Share what I like/don't; recognising others may have different choices</li> <li>• Follow more complex instructions from familiar adults</li> <li>• Develop strategies for solving conflict with others</li> <li>• Recognise some of my own strengths and areas for development</li> <li>• Change for PE and swimming with more independence</li> <li>• Understand how they have grown since they were a baby and how they have changed</li> <li>• Make more friendships with children from other classes in the playground and at after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that others may be feeling differently to us and begin to respect that</li> <li>• Understand and describe what we can do to look after our bodies and minds</li> <li>• Share what we have most enjoyed about our time in Reception and recognise own achievements and those of others</li> <li>• Prepare for the changes that Y1 will bring including</li> <li>• Find out ways in which we can keep ourselves safe</li> <li>• Change for PE and swimming with independently</li> <li>• Make a wider range of food choices</li> <li>• getting to know our new teacher(s) and classroom</li> <li>• Understand about our bodies and how they have changed since we were babies</li> </ul>
<p style="text-align: center;"><b>Physical</b></p>	<ul style="list-style-type: none"> <li>• Move bodies confidently &amp; safely within a new environment</li> <li>• Exploration of sand and water</li> <li>• Mark making and using small tools safely e.g. scissors and paint brushes</li> <li>• Begin to use cutlery to feed ourselves</li> <li>• Find our favourite ways to move within environment (indoors and outdoors) being mindful of others</li> <li>• Use large outdoor equipment to balance, jump and climb with increasing confidence</li> <li>• Learn actions for songs (Nativity)</li> <li>• Begin to form letters of the alphabet</li> <li>• Weekly swimming lessons, dance lessons and games lessons</li> <li>• Creating DT projects</li> <li>• Colouring activities</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to find different ways to travel over, under and through; negotiating space safely and confidently</li> <li>• Use cutlery safely and securely</li> <li>• Play more structured outdoor games using selected equipment</li> <li>• Form recognisable letters of the alphabet</li> <li>• Planting seeds</li> <li>• Weekly swimming lessons, dance lessons and games lessons</li> <li>• Creating DT projects</li> <li>• Colouring activities</li> </ul>	<ul style="list-style-type: none"> <li>• Make up own outdoor games using own choices of equipment</li> <li>• Form recognisable letters accurately within sentences</li> <li>• Weekly swimming lessons, dance lessons and games lessons</li> <li>• Creating DT projects</li> <li>• Confidently use cutlery safely and securely</li> <li>• Colouring activities</li> </ul>

<p><i>Literacy Phonics</i></p>	<ul style="list-style-type: none"> <li>• Teach letter sounds from Set 1 including Special Friends</li> <li>• Blend regular words that use the letter sounds</li> <li>• Blend regular words that: <ul style="list-style-type: none"> <li>➢ Start with a consonant blend</li> <li>➢ Have two letters making the same sound</li> <li>➢ are long</li> </ul> </li> <li>• Teach blending of regular words with digraphs</li> <li>• Develop the understanding that the digraphs &lt;oo&gt; and &lt;th&gt; have two sounds</li> <li>• Teach red words and learn the correct pronunciation</li> <li>• Practise the red words until they can be read automatically</li> </ul>	<ul style="list-style-type: none"> <li>• Practise the tricky words until they can be read automatically</li> <li>• Introduce capital letters and their sounds</li> <li>• Introduce Red Level readers</li> <li>• Understand the importance of initially decodable books</li> <li>• Teach the sounds of the letter &lt;y&gt; when it is used as a vowel</li> <li>• Teach red words</li> <li>• Teach the alternative magic 'e' long vowels and blend regular words that contain these vowels</li> <li>• Introduce capital letters and their sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit correct letter formation and use within our own writing</li> <li>• Apply phonics knowledge when writing simple phrases and sentences</li> <li>• Ensure we can read back our own writing and that it is clear for others to read too</li> <li>• Teach tricky words</li> </ul>
<p><i>Literacy Reading</i></p>	<ul style="list-style-type: none"> <li>• Use favourite stories &amp; print in the environment to explore the 5 key concepts about print: <ul style="list-style-type: none"> <li>➢ meaning</li> <li>➢ different purposes</li> <li>➢ English read= L&gt;R, T&gt;B</li> <li>➢ Name parts of book</li> <li>➢ Page sequencing</li> </ul> </li> <li>• Read stories as a class/groups &amp; support attention and recall</li> <li>• Read stories and poems with rhymes and repeated refrains and encourage chn to join in</li> <li>• 1:1 reading (two times per week) Using appropriately levelled books <ul style="list-style-type: none"> <li>➢ Hold books, turning pages</li> <li>➢ Have conversations about books &amp; develop new vocab</li> <li>➢ Discuss what's happening in pictures</li> <li>➢ Ask &amp; answer questions</li> </ul> </li> <li>• Name recognition</li> <li>• When sharing books with class and small groups, answer more simple questions</li> <li>• Reading for pleasure - exploration of the teacher's special book box</li> </ul>	<ul style="list-style-type: none"> <li>• Read books we've read before and retell them in own words/act them out</li> <li>• 1:1 reading (two times per week) Using appropriately levelled books <ul style="list-style-type: none"> <li>➢ Blend CVC words</li> <li>➢ Read simple phrases &amp; sentences</li> <li>➢ Answer questions about sentences read</li> <li>➢ Begin to incorporate other reading strategies</li> <li>➢ Read irregular common words within sentences - Phase 2 tricky words</li> </ul> </li> <li>• Discuss/review our favourite books using new vocabulary</li> <li>• Learn new vocabulary and facts from non-fiction to pass on to others</li> <li>• Match lower and upper case letters</li> <li>• Reading for pleasure - exploration of the teacher's special book box</li> </ul>	<ul style="list-style-type: none"> <li>• Read new stories and predict what might happen next</li> <li>• 1:1 reading (three times per week) Using word boxes or books, depending on ability <ul style="list-style-type: none"> <li>➢ Blend CVC words, including those containing digraphs</li> <li>➢ Read simple sentences</li> <li>➢ Answer questions about sentences read</li> <li>➢ Begin to incorporate other reading strategies</li> </ul> </li> <li>• Review our favourite stories using new vocabulary and record for our new teacher(s)</li> <li>• Read a whole book consistent with their phonic knowledge</li> <li>• Reading for pleasure - exploration of the teacher's special book box</li> </ul>
<p><i>Literacy Writing</i></p>	<ul style="list-style-type: none"> <li>• Mark making/writing for purpose, matched to children's interests</li> <li>• Read traditional tales</li> <li>• Name writing</li> <li>• Daily letter formation</li> <li>• Use phonics knowledge to write CVC words</li> <li>• Develop the ability to hear sounds in words and write the corresponding grapheme</li> <li>• Develop the ability to hear sounds in consonant blends</li> <li>• Dictate simple words</li> <li>• Demonstrate the joining of digraphs</li> <li>• Dictate regular words that use the taught letter sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making/writing for purpose, matched to children's interests</li> <li>• Read traditional tales</li> <li>• Name writing</li> <li>• Daily letter formation</li> <li>• Use phonics knowledge to write simple sentences</li> <li>• Introduce letter names</li> <li>• Dictate sentences using the taught tricky words and regular spellings</li> <li>• Encourage independent writing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making/writing for purpose, matched to children's interests</li> <li>• Read traditional tales</li> <li>• Name writing</li> <li>• Daily letter formation</li> <li>• Use phonics knowledge to write sentences</li> <li>• Dictate sentences using the taught red words and regular spellings</li> <li>• Continue with independent writing</li> </ul>

<p style="text-align: center;"><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Baseline</li> <li>• Match and sort</li> <li>• Compare amounts</li> <li>• Exploring pattern</li> <li>• Counting objects to 20 and beyond</li> <li>• Number ordering</li> <li>• Number writing</li> <li>• Representing, comparing and subitising numbers up to ten</li> <li>• Composition of numbers to ten</li> <li>• 2D Shapes</li> <li>• Addition and Subtraction</li> <li>• One more and less</li> <li>• Rote counting to 20 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Representing, comparing and subitising numbers up to ten</li> <li>• Composition of numbers to ten</li> <li>• Comparing numbers up to ten</li> <li>• Positional language</li> <li>• Making pairs</li> <li>• Combining 2 groups</li> <li>• Taking away</li> <li>• Number bonds to 10</li> <li>• 3D-shape</li> <li>• 1more/1less</li> </ul>	<ul style="list-style-type: none"> <li>• Representing, comparing and subitising numbers up to ten and beyond</li> <li>• Composition of numbers to ten and beyond</li> <li>• Building numbers</li> <li>• Counting beyond 10</li> <li>• Adding more</li> <li>• Taking away</li> <li>• Doubling</li> <li>• Sharing &amp; grouping</li> <li>• Even and odd</li> <li>• Compare size, mass &amp; capacity</li> <li>• 2d and 3d shapes - naming, representing, manipulating.</li> <li>• Number bonds to 5 and 10</li> </ul>
<p style="text-align: center;"><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk &amp; share past &amp; present events in own lives &amp; family members</li> <li>• Who else is important to me i.e., in our school community</li> <li>• Celebrate differences between people and learn how everyone should be treated fairly</li> <li>• Notice, observe &amp; describe seasonal changes of Autumn within our school community</li> <li>• Learn to respect &amp; look after our outdoor environment - tidy garden</li> <li>• Understand about different religious and cultural celebrations, including, but not limited to, those they celebrate themselves, sharing their past/present customs &amp; routines and those of their families/friends</li> <li>• Interact with touch screen activities on IWB</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notice, observe &amp; describe seasonal changes within our local community.</li> <li>• Explore similarities and differences between our lives and the lives of others</li> <li>• Notice and observe the changes in the seasons</li> <li>• Understand how humans, animals &amp; plants grow and change over time, considering how they and their family members have changed from past to present. Match animals &amp; offspring</li> <li>• Plant seeds/bulbs &amp; learn how to look after them as they grow</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about further religious and cultural festivals and appreciate similarities and differences between them and ones we have learnt so far this year</li> <li>• Name some of the ways we can keep ourselves healthy and safe</li> <li>• Understand what to do if they see something worries/upsets them</li> <li>• Notice, observe and describe the seasonal changes of summer</li> <li>• Understand about the life cycle of a caterpillar</li> <li>• Online safety - Learn who can help us when online.</li> <li>• Computing basic skills -learn how to log on and off, control a mouse and use a keyboard.</li> <li>• Learn how to find and open apps on screen and create a picture</li> <li>• Understand how to keep safe around water Coastguard visit</li> </ul>
<p style="text-align: center;"><b>Expressive Arts &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Explore new colours that can be made with primary colours using poster paint</li> <li>• Explore creative areas within classroom and the outdoor area e.g. junk modelling, stage, small world</li> <li>• Explore paints to make marks and create pictures</li> <li>• Use scissors to create pictures superhero vehicles</li> <li>• Learn songs for Christmas show</li> <li>• Use glue to stick on pictures</li> <li>• Create a firework picture</li> <li>• Create Christmas cards and calendars</li> <li>• Develop small world/role play &gt; telling own stories</li> <li>• Learn to sign a repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors, tape, glue, different materials &amp; containers to create own models and pictures</li> <li>• Dance to our favourite music - why is this our favourite? How does it make us feel?</li> <li>• Create Mothers' Day cards</li> <li>• Use scissors, tape, glue, different materials/containers to create own models and pictures</li> <li>• Learn dance routines in weekly dance lessons</li> <li>• DT afternoon</li> <li>• Develop small world/role play &gt; telling own stories</li> <li>• Learn to sign a repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and combine materials and work as a group to make different models</li> <li>• Learn songs for class assemblies</li> <li>• Use scissors, tape, glue, different materials/containers to create own junk models/ props &amp; use them within role play &amp; stories</li> <li>• Develop small world/role play &gt; telling own stories</li> <li>• DT afternoon</li> <li>• Learn to sign a repertoire of songs</li> </ul>