



Curriculum overview Reception

Term:

<p style="text-align: center;">Equality and Justice</p> <p>Exploring human rights</p> <ul style="list-style-type: none"> develop the concept of rights through an exploration and celebration of the children's uniqueness and differences, e.g. his/her name, his/her family, his/her nationality etc. explore the concept of the reciprocity of rights through recognition of the importance of each individual in the class develop the concept of justice, responsibility and empathy through a discussion of issues <p>Promoting equality</p> <ul style="list-style-type: none"> explore, identify and talk about concepts such as sharing, fairness, respect and empathy begin to understand that in order to ensure that everyone is treated equally, sometimes we have to treat people differently explore stories about people who have made a difference and brought about a fairer world. <p>Exploring democratic process</p> <ul style="list-style-type: none"> participate in a class culture of speaking and listening participate in development of charters and rules have opportunities to articulate own attitudes, values and experiences <p>Activating equality through positive action</p> <ul style="list-style-type: none"> share day e.g. special object participate in assemblies discuss and critically reflect on issues within the school 	<p style="text-align: center;">Belief Systems</p> <p>Key figures</p> <ul style="list-style-type: none"> become familiar with stories associated with key religious figures such as Noah, Buddha, Gura Nanak, explore these stories through appropriate use of play, music, art and drama. <p>Rites and Ceremonies</p> <ul style="list-style-type: none"> identify and recognise the symbols associated with the major belief systems e.g. buildings, dress, books examine the foods associated with some belief systems. <p>Celebrations</p> <ul style="list-style-type: none"> understand purpose and joy of celebrations explore special celebrations e.g. birthdays begin to explore festivals of faith <p>Beliefs and Values</p> <ul style="list-style-type: none"> understand how caring and sharing are important in our lives talk about rules and why they are important share stories about feelings such as love, kindness and forgiveness. 	<p style="text-align: center;">Moral and Spiritual</p> <p>Explore moral development</p> <ul style="list-style-type: none"> explore own identity through discussion and projects related to discovery of sense of self explore moral development through an exploration of family and it's importance in family life develop and create awareness of values foster development of peaceful cooperative social skills through story, songs and movement <p>Cultivating spiritual growth</p> <ul style="list-style-type: none"> develop meditative spirit through silence and reflection develop a sense of wonder begin self-reflection of feelings and experiences 	<p style="text-align: center;">Ethics and the Environment</p> <p>Knowledge and Awareness of Environmental Issues</p> <ul style="list-style-type: none"> develop a sense of awe and wonder in nature grow in awareness of cycle of life through the seasons understand natural and man-made become aware of need to reduce, reuse and recycle develop an awareness of the order and design of the local environment <p>Responsibility and Stewardship</p> <ul style="list-style-type: none"> participate in nature walks plant bulbs and seeds and watch them grow make bird feeders 	
<p style="text-align: center;">Personal, Social and Emotional development</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. 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. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 		<p style="text-align: center;">Physical Development</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 		<p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. 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. 	<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<p style="text-align: center;">Understanding the World</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. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their 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. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	