

Reception Annual Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer ELG
Phonics	Following Little Wandles scheme				
Literacy Comprehension	Be able to sequence a beginning, middle, end picture from a familiar story using some key vocabulary.	Be able to sequence up to four pictures from a familiar story using some key vocabulary.	Begin to understand what has been read to them by retelling stories using picture clues, their own words and some key vocabulary from what has been read.	Demonstrate understanding of what has been read to them by retelling stories using picture clues, their own words and some key vocabulary from what has been read.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Begin to make simple prediction using the visuals, e.g. suggesting characters in a story by looking at the front cover.	Begin to anticipate key events in stories that sometimes relate to the main theme and may be taken from an adults suggestions.	Begin to anticipate key events in stories that sometimes relate to the main theme.	Anticipate key events in stories that relate to the main theme.	Anticipate (where appropriate) key events in stories.
	Listen and identify some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Begin to use some recently introduced vocabulary, sometimes in an accurate context during discussions about stories, non-fiction, rhymes and poems and during role play.	Begin to use some recently introduced vocabulary, sometimes in an accurate context during discussions about stories, non-fiction, rhymes and poems and during role play.	Begin to use some recently introduced vocabulary in context during discussions about stories, non-fiction, rhymes and poems and during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Literacy Word	Say a sound for the letters in the alphabet that have been learnt in phonics so far.	Say a sound for the letters in the alphabet that have been learnt in phonics so far.	Say a sound for the letters in the alphabet that have been learnt in phonics so far.	Say a sound for each letter in the alphabet and at least 5 digraphs.	Say a sound for each letter in the alphabet and at least 10 digraphs.

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	<i>See phonics progression of sounds above.</i>	<i>See phonics progression of sounds above.</i>	<i>See phonics progression of sounds above.</i>	<i>See phonics progression of sounds above.</i>	
	Identify initial sounds of words.	Segment and begin to blend CVC words consistent with their phonic knowledge by sound-blending. Blending may be verbally. <i>See phonics progression of sounds above.</i>	Read words and simple captions consistent with their phonic knowledge by sound-blending. Blending should be xxx. <i>See phonics progression of sounds above.</i>	Read words consistent with their phonic knowledge by sound-blending. <i>See phonics progression of sounds above.</i>	Read words consistent with their phonic knowledge by sound-blending.
	Recognise and say aloud initial sounds of words that are consistent with their phonic knowledge	Beginning to read aloud CVC words that are consistent with their phonic knowledge.	Beginning to read aloud simple captions in books that are consistent with their phonic knowledge, including a couple of common exception words.	Beginning to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy Writing	Write recognisable letters of those that have been learnt according to phonic knowledge, these are sometimes correctly formed with the support of a letter formation rhyme or letter mat.	Write recognisable letters of those that have been learnt according to phonic knowledge, these are correctly formed sometimes with the support of a letter formation rhyme or letter mat.	Write recognisable letters of those that have been learnt according to phonic knowledge, most of these are correctly formed.	Write recognisable letters, some of which are correctly formed.	Write recognisable letters, most of which are correctly formed.
	Identify and write initial sounds of words relating to their phonic knowledge.	Spell CVC words by identifying sounds in them and representing the sounds with a letter. Letter sounds are sometimes	Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters. Letter sounds are	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Letter sounds are mostly	Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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		written in sequence and a phoneme frame/s may be needed. Initial sound is nearly always accurate.	mostly written in sequence but letters sounds may be missed and a phoneme frame/s may be needed.	written in sequence but letters sounds may be missed.	
	Write labels using initial sounds.	Write labels using phonetically plausible attempts. Generally, more than one sound in each word is heard.	Write simple captions that can be read by others with finger spaces.	Write simple captions that can be read by others with finger spaces. Beginning to use capital letters and full stops to punctuate sentences, this may need to be prompted by an adult through editing/improving rhymes.	Write simple phrases and sentences that can be read by others.
Maths Number	<ul style="list-style-type: none"> Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Ordering objects and sets. 	<ul style="list-style-type: none"> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six 	<ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less 	<ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer 	<ul style="list-style-type: none"> Commutativity Explore addition and subtraction Compare two amounts
	<ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting 	<ul style="list-style-type: none"> Explore zero Explore addition and subtraction 	<ul style="list-style-type: none"> Days of the week, seasons Sequence daily events 	<ul style="list-style-type: none"> Doubling and halving Relationship between doubling and halving 	<ul style="list-style-type: none"> Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer
		<ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths 	<ul style="list-style-type: none"> Explore addition as counting on and subtraction as taking away 	<ul style="list-style-type: none"> Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns 	<ul style="list-style-type: none"> One more one less Estimate and count Grouping and sharing

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		<ul style="list-style-type: none"> •Describe, and sort 3- D shapes •Describe position accurately 	<ul style="list-style-type: none"> •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing 		<ul style="list-style-type: none"> •Coin recognition and values •Combinations to total 20p •Change from 10p
					<ul style="list-style-type: none"> •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths
					<ul style="list-style-type: none"> •Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards
Understanding the World Past and Present (History)	<p>Talk about the lives of the people around them with an adult and begin to suggest their roles, often making a choice by what has been suggested.</p>	<p>Talk about the lives of the people around them and begin to suggest their roles. Pictures and knowledge that has been shared from home may aid these discussions and discussion may be led by the adult.</p>	<p>Talk about the lives of the people around them and their roles. Pictures and knowledge that has been shared from home may aid these discussions.</p>	<p>Talk about the lives of the people around them and their roles in society using pictures and knowledge that has been shared from home.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>
		<p>Exploring some similarities and differences between things in the past and now.</p>	<p>Exploring some similarities and differences between things in the past and now, drawing on their experiences and pictures.</p>	<p>Beginning to suggest some similarities and differences between things in the past and now, drawing on their experiences, pictures and sometimes what has been read in class.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

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		Beginning to explore the past during story time and storytelling sessions with an adult/s.	Beginning to explore the past through settings, characters and events encountered in books read in class and storytelling.	Beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World People, culture and communities (Geography & RE)	Explore the immediate environment and may sometimes make comments on it.	Explore the immediate environment (this may be encouraged and initiated by the adult) through observation, discussions, stories, non-fiction texts and maps.	Explore and begin to discuss their immediate environment through observation, discussions, stories, non-fiction texts and maps.	Suggest descriptions of their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
		Begin to explore different religious and cultural communities in this country, drawing on their own experiences and what has been read in class.	Continue to explore different religious and cultural communities in this country, drawing on their own experiences and what has been read in class.	Begin to suggest some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
			Continue to explore life in this country and life in other countries, drawing on knowledge from stories, storytelling, and nonfiction texts and sometimes with a brief reference to maps.	Begin to explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
Understanding the World	Explore the natural world around them within the school day and at home.	Explore the natural world around them and begin to make simple observations	Explore the natural world around them, beginning to make simple observations and beginning to discuss	Explore the natural world around them, making simple observations and drawing	Explore the natural world around them, making observations and drawing

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		in familiar and unfamiliar places.	pictures of animals and plants.	pictures of animals and plants.	pictures of animals and plants.
		Explore similarities and differences between the natural world around them and contrasting environments using visual material.	Explore similarities and differences between the natural world around them and contrasting environments using what has been read alongside visual material.	Consider similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
		Explore the current natural world around them, including the seasons and changing states of matter and begin to comment on them.	Explore some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore some important processes and changes in the natural world around them, including the seasons and changing states of matter and begin to discuss them.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Communication & Language	Listening, attention and Understanding	Listen and respond to what they hear with relevant comments. Beginning to join in with actions when being read to.	Listen and respond to what they hear with relevant comments. Join in with actions when being read to and during most whole class discussions and small group interactions.	Listen attentively and respond to what they hear with relevant comments. Join in with actions when being read to and during most whole class discussions and small group interactions.	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.
		Beginning to make comments about what they have heard.	Make comments about what they have heard.	Make comments about what they have heard and are able to ask questions to clarify their understanding.	Make comments about what they have heard and ask questions to clarify their understanding.

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	Responds appropriately to teacher/ peers sometimes.	Responds appropriately to teacher/ peers, these may be brief responses.	Holds a short two-way conversation when engaged with their teacher/ peers.	Hold conversation when engaged in simple back-and-forth exchanges with their teacher and peers.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Communication & Language Speaking	Beginning to participate in small group and one-to-one discussions.	Beginning to participate in small group and one-to-one discussions and beginning to offer their own ideas. Exploring recently introduced vocabulary within discussions.	Participate in small group, class and one-to-one discussions, beginning to offer their own ideas and beginning to use some recently introduced vocabulary, sometimes accurately.	Participate in small group, class and one-to-one discussions, beginning to offer their own ideas and using recently introduced vocabulary with increasing accuracy.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Sharing thoughts and ideas aloud.	Beginning to share thoughts on why things might happen using familiar vocabulary.	Considering and choosing explanations for why things might happen, sometimes these responses will include recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Beginning to offer simple explanations for why things might happen, sometimes using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Beginning to express their ideas and feelings about their experiences.	Express their ideas and feelings about their experiences, sometimes in full sentences.	Express their ideas and feelings about their experiences, sometimes in full sentences, including an understanding of past, present and future tenses.	Express their ideas and feelings about their experiences, mostly in full sentences, including an understanding of past, present and future tenses and beginning to make use of conjunctions, with continued modelling and support from their teacher.	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 support from their teacher.

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PSED Self-Regulation	Beginning to show an awareness of their own feelings and those of others.	Show an awareness of their own feelings and those of others, and begin to regulate their behaviour accordingly with support if needed.	Show a consideration of their own feelings and those of others, and begin to regulate their behaviour accordingly with support if needed.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly with increasing independence.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	Beginning to work towards simple goals that have been set by an adult and beginning to control their immediate impulses on some occasions.	Work towards simple goals that have been set by an adult, beginning to be able to wait a short period of time for what they want and begin to control their immediate impulses on some occasions.	Work towards simple goals that have been set by/ with an adult, being able to wait for what they want and begin to control their immediate impulses on most occasions.	Work towards simple goals that have been set with an adult, being able to wait for what they want and control their immediate impulses on most occasions.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Give increasing attention to what the teacher says when their name is called, responding appropriately on most occasions unless engaged in activity, and beginning to show an ability to follow simple instructions from the adult.	Give increasing attention to what the teacher says, responding appropriately on most occasions unless engaged in activity, and show an ability to follow simple instructions.	Give increasing attention to what the teacher says, responding appropriately on most occasions even when engaged in activity, and show an ability to follow simple two-step instructions.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow simple instructions that may involve several ideas or actions.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
PSED Self-Regulation	Beginning to want to try and explore new activities, sometimes with the encouragement of an adult.	Beginning to want to try new activities, sometimes with the encouragement of an adult and is beginning to show some independence, resilience and perseverance in the face of challenge.	Beginning to want to try new activities off of their own initiative and show some independence, resilience and perseverance in the face of challenge.	Increasingly confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

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	Beginning to be aware of the rules and expectations and is developing their understanding between right from wrong in the environment.	Aware of the rules and expectations and is developing their understanding between right from wrong and is beginning to behave according to the familiar rules/ routines in place.	Aware of the rules and expectations, knows right from wrong and will try to behave accordingly.	Follows rules on most occasions and considers the reasons behind these rules, knows right from wrong and try to behave accordingly.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Mostly manage their own basic hygiene and personal needs, including dressing, going to the toilet and beginning to explore food choices.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet with increasing independence and exploring food choices.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet almost always independently and exploring food choices.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and starting to consider the importance of healthy food choices.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSED Building relationships	Developing the skill of working and playing cooperatively, taking turns with others. This may need support/ intervention from an adult.	Continuing to develop the skill of working and playing cooperatively, taking turns with others. This may need support/ intervention from an adult.	Developing the skill of working and playing cooperatively, taking turns with others with rare adult intervention.	Mostly works and plays cooperatively and take turns with others.	Work and play cooperatively and take turns with others.
	Exploring positive attachments to adults and friendships with peers.	Continuing to explore and then begin to develop positive attachments to adults and friendships with peers.	Forming in increasing number of mostly positive attachments to adults and friendships with peers.	Forming mostly positive attachments to adults and friendships with peers.	Form positive attachments to adults and friendships with peers.
	Beginning to be aware of their own and to others' needs.	Holding an increasing awareness of their own and to others' needs.	Beginning to show some sensitivity to their own and to others' needs.	Showing some sensitivity to their own and to others' needs.	Show sensitivity to their own and to others' needs.

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Physical Development Gross Motor Skills	Explores space and obstacles safely, sometimes considering others.	Is beginning to negotiate space and obstacles safely and is beginning to show consideration for themselves and a consideration for others.	Mostly negotiates space and obstacles safely, with consideration for themselves and an increasing consideration for others.	Mostly negotiates space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.
	Exploring own strength, balance and coordination when playing.	Continuing to explore own strength, balance and coordination when playing.	Developing strength, balance and coordination when playing.	Continuing to develop strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.
	Exploring a range of movements including running, jumping, dancing, hopping, skipping and climbing.	Exploring a range of movements including running, jumping, dancing, hopping, skipping and climbing with developing agility.	Exploring a range of movements, showing increasing energy, including running, jumping, dancing, hopping, skipping and climbing with developing agility.	Move energetically, exploring a range of movements including running, jumping, dancing, hopping, skipping and climbing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Development Fine Motor Skills	Explores the use of a range of writing implements- will sometimes use a developing tripod grip.	Holds a 'chunky' writing implement and is beginning to strengthen the muscles to develop an effective tripod grip.	Holds a pencil using a firm tripod grip in most cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in most cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Exploring the use of tools (small and big), including scissors, spades, jugs, paintbrushes and cutlery.	Continuing to explore the use of tools (small and big), including scissors, spades, jugs, paintbrushes and cutlery with increasing independence.	Will have a go at using a range of small tools, including scissors, paintbrushes and cutlery.	Using a range of small tools (sometimes still with support to use with more accuracy), including scissors, paintbrushes and cutlery.	Use a range of small tools, including scissors, paintbrushes and cutlery.

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	Giving meanings to marks.		Beginning to draw simple representations.	Beginning to draw identifiable representations and demonstrating increasing care when drawing.	Begin to show accuracy and care when drawing.
Expressive Art & Design Creating with Materials	Explore a variety of materials, tools and techniques.	Explore a variety of materials, tools and techniques, with increasing knowledge of safety when using these. Begin to explore with colour, design, texture, form and function under the support/ guidance of an adult if needed.	Use and explore a variety of materials, tools and techniques, with increasing safety. Beginning to experiment with colour, design, texture, form and function, this may be supported/ suggested by an adult.	Safely use and explore a variety of materials, tools and techniques, beginning to be more confident in experimenting with colour, design, texture, form and function.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Developing the confidence to share creations with familiar adults and/or peers.	Share their creations and may want to talk about it.	Share their creations and is to begin to suggest the process they have used with support.	Share their creations and is able to engage in conversation to begin to explain the process they have used.	Share their creations, explaining the process they have used.
	Engaging in familiar role play.	Engaging in familiar role play, this may be of familiar characters in narratives and stories.	Beginning to use props to support familiar role play of characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories. This may be prompted by an adult.	Make use of props and materials when role playing characters in narratives and stories.
Expressive Art & Design Being	Recounting narratives and stories with peers and their teacher.	Recounting narratives and stories with peers and their teacher and beginning to consider alternative inventions.	Beginning to invent and recount narratives and stories with peers and their teacher.	Beginning to invent and adapt with support, and recounting narratives and stories with peers and their teacher.	Invent, adapt and recount narratives and stories with peers and their teacher.

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	Listens to and sometimes joins in with singing alongside an adult/ group some well-known nursery rhymes and songs.	Sings alongside an adult/ group some well-known nursery rhymes and songs.	Sings, when being lead, range of well-known nursery rhymes and songs.	Sings (within a group or with direction from a leader) a range of well-known nursery rhymes and songs.	Sing a range of well-known nursery rhymes and songs.
	Sometimes joins in with performances of songs, rhymes, poems and stories with others and tries to follow in time with music.	Beginning to join in with performances of songs, rhymes, poems and stories with others and tries to follow in time with music.	Beginning to join in with performances of songs, rhymes, poems and stories with others, and (when appropriate) tries to follow in time with music.	Joins in with performances of songs, rhymes, poems and stories with others, and (when appropriate) tries to move in time with and follow music.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.