

## Reception Year Progression of Skills & Curriculum Overview – The Ellis CE Primary School

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| Area of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                     | Me and My Family!                                                                   | Year 1                                                                                                                                                                                                                                                                       | Weather                                                                  | Year 1                                                                                                                                                                                                                                                                                                                           | Food                                                                  | Year 1                                                                                                                                                                                                                                                                                                                                         | Growing                                                                                                                                                    | Year 1                                                                                                                                                                                                                                                                                                                                        | Mini-Beasts                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                | Traditional Tales                                                                      |
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| Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Me &amp; My Family</u><br>Learn about themselves & family similarities & differences<br>Independence & self-help skills<br>Keeping healthy - include dental hygiene                                                                                                                                                                                                                                                     | <u>Rhyme Time</u><br>Familiar rhymes<br>Nursery<br>Rhyming stories<br>Number rhymes | <u>Weather</u><br>Focus on different weather including characteristics of seasons<br>Autumn/Winter<br>Seasonal celebrations including other cultures: Bonfire Night, Remembrance Day, Diwali, Christmas                                                                      | <u>Light &amp; Dark</u><br>Colours<br>Night and day<br>Nocturnal animals | <u>Food</u><br>New Year Chinese New Year<br>Origins of food<br>Fruit & vegetables<br>Our favourite foods, Food from other countries/ cultures<br>Meal time routines and using cutlery                                                                                                                                            | <u>Toys</u><br>Favourite toys<br>Toys from the past<br>Toys that move | <u>Growing</u><br>Growing plants & flowers<br>Rainbow Garden<br>Vegetable Patch<br>Cress Heads                                                                                                                                                                                                                                                 | <u>Homes</u><br>Caring for plants and animals<br>Field to fork - how do we grow vegetables?<br>Life-cycle of a plant                                       | <u>Mini-beasts</u><br>Identifying insects<br>Habitats Life-cycles<br>Caring for the environment and living things                                                                                                                                                                                                                             | <u>Where We Live!</u><br>Local attractions<br>Local maps<br>Local landmarks | <u>Traditional Tales</u><br>Story language<br>Refrains<br><br>Narrative structure - beginning, middle, end                                                                                                                                                                                                                                                            | <u>Journeys</u><br>Holidays<br>Other countries and their cultures<br>World maps/globes |
| Possible Enrichment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Visitor - dentist or health visitor                                                                                                                                                                                                                                                                                                                                                                                        | Participate in Nursery Rhyme week                                                   | Trip to the Forest School Area                                                                                                                                                                                                                                               | Road Safety                                                              | Ice Experiments<br><i>Chinese New Year Parade</i><br>Making food for EYFs party                                                                                                                                                                                                                                                  | Artefacts from past toys present and past                             | Pancake Day<br>Fairtrade<br>Easter<br>International Women's Day<br>World Book Day<br>Easter Bonnet Parade<br>Visit to Rainbow Garden                                                                                                                                                                                                           | Our homes<br>Different types of homes<br>Similarities and differences<br>Materials<br>Homes around the world<br>Local walk - look at buildings/environment | Mini-beast hunt<br>Mini-beast workshop                                                                                                                                                                                                                                                                                                        | Elsecar Park                                                                | Visit - Sundown Park<br>Story-Telling Week<br>World Music Day                                                                                                                                                                                                                                                                                                         | Seaside trip<br>Cleethorpes                                                            |
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| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Listening, Attention and Understanding</b><br>Children will be able to understand how to listen carefully and know why it is important.<br><br><b>Speaking</b><br>Children will talk in front of small groups and their teacher offering their own ideas.                                                                                                                                                               |                                                                                     | <b>Listening, Attention and Understanding</b><br>Children will understand how and why questions and answer them appropriately.<br><br><b>Speaking</b><br>Children will use new vocabulary throughout the day.                                                                |                                                                          | <b>Listening, Attention and Understanding</b><br>Children will learn to ask questions to find out more.<br><br><b>Speaking</b><br>Children will talk in sentences using conjunctions, e.g. <i>and</i> , <i>because</i> .                                                                                                         |                                                                       | <b>Listening, Attention and Understanding</b><br>Children will retell a story and follow a story without pictures or props.<br><br><b>Speaking</b><br>Children will engage in non-fiction books and to use new vocabulary in different contexts.                                                                                               |                                                                                                                                                            | <b>Listening, Attention and Understanding</b><br>Children will be able to understand a question such as who, what, where, when, why and how.<br><br><b>Speaking</b><br>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.                                                                         |                                                                             | <b>Listening, Attention and Understanding</b><br>Children will be able to have conversations with adults and peers with back-and-forth exchanges.<br><br><b>Speaking</b><br>Children will use talk in sentences using a range of tenses.                                                                                                                              |                                                                                        |
| <p><b>Listening, Attention and Understanding:</b> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p> <p><b>Key Skills F2</b></p> <p><b>Physical:</b> To speak audibly so they can be heard and understood. To use gestures to support meaning in play.</p> <p><b>Linguistic:</b> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'but', 'because', 'so', 'could'.</p> <p><b>Cognitive:</b> To use 'because' to develop their ideas. To make relevant contributions and ask questions. To describe events that have happened to them in detail.</p> <p><b>Social and emotional:</b> To look at someone who is speaking to them. To take turns to speak when working in a group.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |                                                                                                                                                                                                                                                                              |                                                                          |                                                                                                                                                                                                                                                                                                                                  |                                                                       |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                               |                                                                             |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                        |
| Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Self-Regulation</b><br>Children will be able to follow one step instructions.<br><br>Children will recognise different emotions.<br><br>Children will focus during short whole class activities.<br><br><b>Managing Self</b><br>Children will learn to wash their hands independently.<br><br><b>Building Relationships</b><br>Children will seek support from adults and gain confidence to speak to peers and adults. |                                                                                     | <b>Self-Regulation</b><br>Children will talk about how they are feeling and to consider others feelings.<br><br><b>Managing Self</b><br>Children will understand the need to have rules.<br><br><b>Building Relationships</b><br>Children will begin to develop friendships. |                                                                          | <b>Self-Regulation</b><br>Children will be able to focus during longer whole class lessons.<br><br><b>Managing Self</b><br>Children will begin to show resilience and perseverance in the face of a challenge.<br><br><b>Building Relationships</b><br>Children will be able to use taught strategies to support in turn taking. |                                                                       | <b>Self-Regulation</b><br>Children will identify and moderate their own feelings socially and emotionally.<br><br><b>Managing Self</b><br>Children will develop independence when dressing and undressing.<br><br><b>Building Relationships</b><br>Children will listen to the ideas of other children and agree on a solution and compromise. |                                                                                                                                                            | <b>Self-Regulation</b><br>Children will be able to control their emotions using a range of techniques.<br><br><b>Managing Self</b><br>Children will manage their own basic needs independently.<br><br>Children will learn to dress themselves independently.<br><br><b>Building Relationships</b><br>Children will learn to work as a group. |                                                                             | <b>Self-Regulation</b><br>Children will be able to follow instructions of three steps or more.<br><br><b>Managing Self</b><br>Children will show a 'can do' attitude.<br><br>Children will understand the importance of healthy food choices.<br><br><b>Building Relationships</b><br>Children will have the confidence to communicate with adults around the school. |                                                                                        |





During the first term in Reception pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Compare sets 'just by looking'.

Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they

Continue to compare sets by matching, identifying when sets are equal

Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

Explore the composition of 10.

Order sets of objects, linking this to their understanding of the ordinal number system.

In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

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| <div></div> <div><p><b>Kapow – History Links</b><br/><b>Peek into the Past</b><br/><b>Adventures through Time</b><br/><b>are incorporated into topics</b><br/><b>throughout the year</b></p><p><b>Kapow – Geography Links</b><br/><b>Exploring Maps</b><br/><b>Outdoor Adventures</b><br/><b>Around the World</b><br/><b>are incorporated into topics</b><br/><b>throughout the year</b></p></div> | <div><u>Shape, Space and Measures</u><br/>Compare size, mass a capacity<br/><br/>Explore simple patterns</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>contain the same number and are equal amounts.<br/><br/><u>Shape, Space and Measures</u><br/>Explore 2D Shapes including Circle, Triangles and 4 sided shapes<br/><br/>3D Shape names</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div>Explore ways of making unequal sets equal<br/><br/><u>Shape, Space and Measures</u><br/>Compare Mass<br/><br/>Compare Length &amp; Height</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><u>Shape, Space and Measures</u><br/>Compare Capacity<br/><br/>Properties of 3D Shapes<br/><br/>Pattern</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div><u>Shape, Space and Measures</u><br/>Time<br/><br/>Money<br/><br/>Properties of 2D shapes – include hexagon and octagon</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div><u>Shape, Space and Measures</u><br/>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                     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is special for different reasons.<br/>To begin to understand that a role model can be a person who can teach others how to do things, show us how to behave and treat others, and keep on trying when things are tricky.<br/><b>To begin to understand why Christians believe that Jesus is special.</b><br/><b>To begin to recognise that Jesus is a very special role model for Christians.</b><br/><b>To show an awareness that Moses is a role model for Jews who, they believe, was given 10 rules from God to show them how to live their lives well.</b></div> <div><b>ICT:</b> use ICT to support learning with adult support</div> | <div><b>History: Past and Present</b><br/>Children will talk about the lives of people around them.</div> <div><b>Geography: People, Culture and Communities</b><br/>Children will know that there are many countries around the world.</div> <div><b>Science: The Natural World</b><br/>Children will explore and ask questions about the natural world around them.</div> <div><b>RE: People, Culture and Communities</b><br/><b>What is Christmas?</b><br/>To begin to understand the reason why we give presents at Christmas time.<br/>To know why we say thank you in different situations particularly when we receive a gift from others.<br/>To begin to understand 'The Christmas Story' is the reason why Christians celebrate Christmas every year.<br/>To begin to understand that 'The Nativity' is the story of the 'First Christmas' when Jesus was born.<br/>To show an understanding that Christmas is when Christians celebrate the birth of Jesus.</div> <div><b>ICT:</b> use ICT independently within a whole class activity.</div> | <div><b>History: Past and Present</b><br/>Children will know some similarities and differences between things in the past and now.</div> <div><b>Geography: People, Culture and Communities</b><br/>Children will know that people around the world have different religions.</div> <div><b>Science: The Natural World</b><br/>Children will talk about features of the environment they are in and learn about the different environments.</div> <div><b>RE: People, Culture and Communities</b><br/><b>How do people celebrate?</b><br/><b>To begin to understand how we celebrate the start of the New Year and why it is important.</b><br/><b>To recognise that people have different beliefs and celebrate special times in different ways.</b><br/><b>To know some similarities and differences between different cultural traditions and customs in this country and around the world. i.e. The Chinese and Persian New Year, Holi.</b><br/><b>To develop an understanding of how the Chinese community celebrate the Chinese New Year in this country and around the world.</b><br/><b>To develop an understanding of how people celebrate the Persian New Year.</b><br/><b>To show an understanding of the traditions and customs linked to Holi (A Hindu Festival)</b><br/><b>ICT:</b> complete a simple activity alongside peers.</div> | <div><b>History: Past and Present</b><br/>Children will talk about past and present events in their lives and what has been read to them.</div> <div><b>Geography: People, Culture and Communities</b><br/>Children will know about people who help us within the community.</div> <div><b>Science: The Natural World</b><br/>Children will make observations about plants discussing similarities and differences.</div> <div><b>RE: People, Culture and Communities</b><br/><b>What is Easter?</b><br/>To understand that Spring is a time of new beginnings and new life.<br/>To understand that Easter is a Christian celebration.<br/>To learn the 'Easter Story' and begin to understand why Easter is such an important time for Christians.<br/>To begin to understand the miracle of Jesus' death and resurrection at Easter.</div> <div><b>ICT:</b> interact with ICT equipment to enhance and support learning.</div> | <div><b>History: Past and Present</b><br/>Children will know about the past through settings and characters.</div> <div><b>Geography: People, Culture and Communities</b><br/>Children will know that people in other countries may speak different languages.</div> <div><b>Science: The Natural World</b><br/>Children will make observations about animals discussing similarities and differences.</div> <div><b>RE: People, Culture and Communities</b><br/><b>What can we learn from stories?</b><br/>To begin to understand what we can learn from stories.<br/>To understand that traditional Fable stories teach us important lessons.<br/>To listen and respond to stories from other cultures and talk about the lessons that they teach us.<br/>To understand that some stories from the bible teach us important lessons, and to know that these stories are called 'parables'.</div> <div><b>ICT:</b> to use different forms of ICT toys to support learning e.g. remote control car.</div> | <div><b>History: Past and Present</b><br/>Children will know about the past through settings, characters and events.</div> <div><b>Geography: People, Culture and Communities</b><br/>Children will know that simple symbols are used to identify features on a map.</div> <div><b>Science: The Natural World</b><br/>Children will know some important processes and changes in the natural world, including states of matter.</div> <div><b>RE: People, Culture and Communities</b><br/><b>What makes places special?</b><br/>To understand what makes a home a special place.<br/>To recognise the similarities and differences between homes around the world.<br/>To understand what makes our world such a special place.<br/>To identify and talk about places and locations that are special to us.<br/>To understand that Church is a special place of worship for Christians.<br/>To understand the Mosques are a special place of worship for Muslims.<br/>To understand that Synagogues are a special place of worship for the Jewish community.<br/><b>ICT:</b> knows that information can be used to retrieve information.</div> |
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Understand the past through settings, characters and events encountered in books read in class and storytelling.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              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Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            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Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                           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| <div>Expressive Arts and Design</div> <div></div> <div>Kapow Art Links<br/>Marvellous Marks Drawing<br/>Painting and Mixed Media<br/>Sculptures and 3D Creations</div> <div>Kapow DT Links<br/>Junk Modelling (structures)<br/>Food (food technology)<br/>Boats (structures)</div> <div>Music Kapow Links<br/>Experience different musical<br/>experiences,<br/>Celebration Music<br/>Exploring Sounds<br/>Music and Movement<br/>Musical Stories<br/>Big Band</div> | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will sing and perform<br/>nursery rhymes.</div> <div><i>See Kapow for progression of skills</i></div> <div><b>Art &amp; Design: <i>Creating with Materials</i></b><br/><b>Drawing Skills:</b> Children will<br/>explore mark making and begin to<br/>draw in more detail.</div>                                                                                                                                                                                                                                                                                                         | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will experiment with<br/>different instruments and their<br/>sounds.</div> <div><i>See Kapow for progression of skills</i></div> <div><b>DT: <i>Creating with Materials</i></b><br/>Children will experiment with<br/>different textures and joining<br/>materials.</div> | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will create narratives<br/>based around stories.</div> <div><i>See Kapow for progression of skills</i></div> <div><b>DT: <i>Creating with Materials</i></b><br/>DT: Children will safely explore<br/>different techniques for cutting and<br/>preparing food. .</div> | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will move in time to the<br/>music.</div> <div><i>See Kapow for progression of skills</i></div> <div><b>Art &amp; Design: <i>Creating with Materials</i></b><br/><b>Painting:</b> Explore and use different<br/>artistic affects and methods including<br/>colour mixing, shading and pattern.</div> | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will play an instrument<br/>following a musical pattern.</div> <div><i>See Kapow for progression of skills</i></div> <div><b>Art &amp; Design: <i>Creating with Materials</i></b><br/>Develop cutting, threading, folding and<br/>joining skills through creative craft<br/>projects.</div> | <div><b>Music: <i>Being Imaginative</i></b><br/>Children will invent their own<br/>narratives, stories and poems.</div> <div><i>See Charanga Progression of<br/>Skills document.</i></div> <div><b>DT: <i>Creating with Materials</i></b><br/>To plan and select the resources<br/>needed to make a model. To share<br/>and talk about the process of<br/>creation.</div> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div><b><i>Creating with Materials:</i></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of<br/>props and materials when role playing characters in narratives and stories.</div> <div><b><i>Being Imaginative:</i></b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate)<br/>try to move in time with music.</div> |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                           |