



Penwortham Primary School

Our Curriculum

"Happy Children Who Achieve"

Reception Curriculum

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Curriculum Vision

The curriculum at Penwortham Primary School has been developed to provide an inclusive environment where **all** learners enjoy their education and are inspired to learn through an exciting curriculum.

Our aim is to equip our children with personal characteristics and skills, as well as academic knowledge, required to succeed in life.

Our School Values

Our school values are embedded throughout the curriculum by our **'Personal Best'** values. We aim for our pupils to be their very best **'Social Me'**, **'Thinking Me'** and **'Healthy Me'** through the values of: **Respect, Communication, Trust, Resilience, Honesty, Responsibility, Problem Solving, Reflection and Curiosity.**

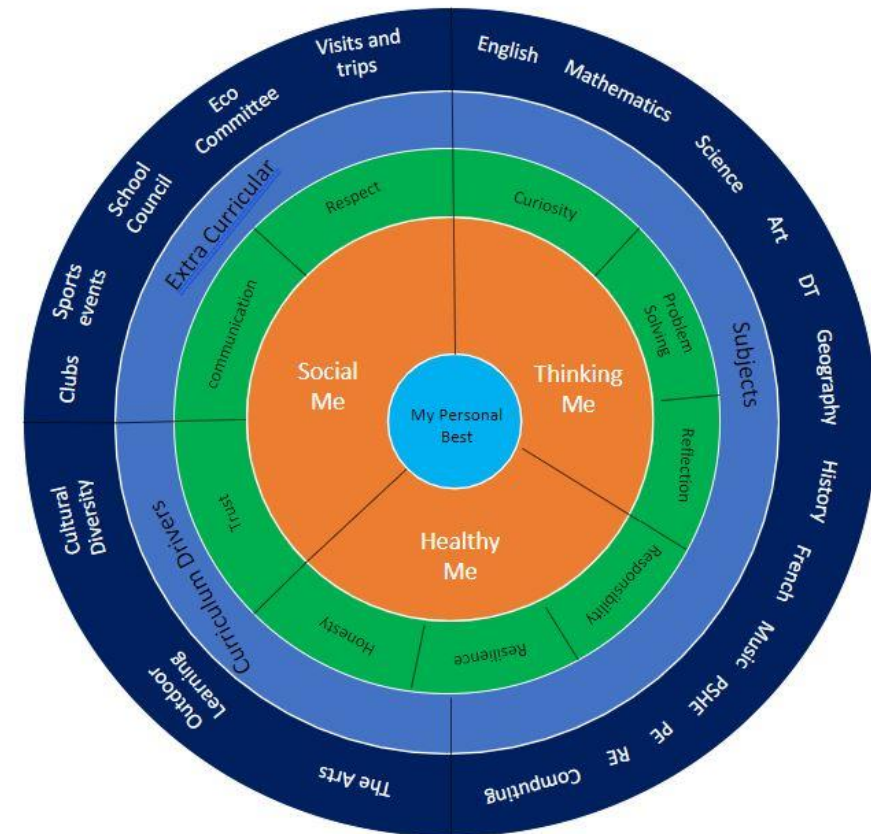
We have high expectations across the curriculum and provide opportunities for children to develop as independent, confident and successful learners.

Our children are challenged and encouraged to expand their knowledge and skills through varied curriculum opportunities and to be curious about the world around them.

Curriculum Drivers

Through consultation we have identified the following as important 'drivers' for our curriculum: **utilising the outdoors** for learning; **recognising, valuing and respecting diversity** and an **enjoyment appreciation and participation in the 'arts'** (including music, drama, design, craft).

Ultimately, we want our children to be their **'Personal Best'**; making a positive contribution to the wider world and the community in which they live. We aim to ensure they are well prepared for the future challenges of their learning journey.



Long Term Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Big Question</p> <p>NB These questions may be adapted to allow for children's interests</p>	<p>What makes me special?</p> <ul style="list-style-type: none"> - feelings - what makes me special - my family - people who help us - where I live, materials - self-portraits 	<p>What is there to celebrate?</p> <ul style="list-style-type: none"> - Christenings - Weddings - Diwali - Christmas - Seasons 	<p>Who has a story to tell?</p> <ul style="list-style-type: none"> - Fairytales <p>Traditional stories</p> <ul style="list-style-type: none"> - Stories from other cultures - forces 	<p>What can we learn from explorers?</p> <ul style="list-style-type: none"> - Local area - Area of contrast - How local area has changed over time - seasons 	<p>Mary, Mary, quite contrary, how does your garden grow?</p> <ul style="list-style-type: none"> - Planting - Life cycles - Animals - Seasons 	<p>Where am I Going and How Will I Get There?</p> <ul style="list-style-type: none"> - Forms of transport - Class passports (where have we been) - Road safety
<p>High Quality Texts (additions will be made according to the children's interests)</p>	<p>Superworm</p> <p>Super Duper You</p> <p>Poem – If I were a superhero</p> <p>Non-fiction books about families</p>	<p>Where the Poppies Now Grow</p> <p>The Scarecrow's Wedding</p> <p>When Willy Went to the Wedding</p> <p>The Jolly Christmas Postman</p> <p>Non-fiction texts – Remembrance Day, Diwali, Birthdays</p>	<p>The Three Billy Goats Gruff</p> <p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>The Little Red Hen</p>	<p>Elmer</p> <p>Oi dog!</p> <p>The Tiger Who Came to Tea</p> <p>The Monkey With the Bright Blue Bottom</p> <p>Maps of local area</p>	<p>Do You Love Bugs?</p> <p>The very Hungry Caterpillar & other Eric Carle stories</p> <p>Non-Fiction books on Life Cycles and Seasons</p>	<p>The Naughty Bus</p> <p>The Train Ride</p> <p>The Journey</p> <p>Non-Fiction texts about transport and road safety</p>
<p>Enrichment</p>	<p>Superhero Day</p>	<p>Take part in a celebration</p>	<p>Performance of a traditional tale</p>	<p>Plan the route to Hurst Grange Park and take the children</p>	<p>Live experience of insects (butterflies/bees)</p>	<p>Help plan a trip to Underwater Street – how will get there?</p>

Reception Curriculum Goals

Reception Curriculum Goals						
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
						
<p>Engage in back and forth conversations with their peers and adults.</p> <p>Have an extensive vocabulary, influenced by stories and experiences throughout the year.</p> <p>Be able to retell a story.</p> <p>Perform a simple poem.</p> <p>Be able to think of and ask simple questions.</p>	<p>Know and name their own strengths.</p> <p>Form secure relationships with peers and adults they work with.</p> <p>Understand different emotions and how to deal with them.</p> <p>Be confident, independent learners.</p> <p>Make healthy choices.</p> <p>Show resilience.</p>	<p>Throw, catch and kick a ball with control.</p> <p>Understand how to use their bodies to move in different ways.</p> <p>Be able to climb over, under and through equipment.</p> <p>Be active daily.</p> <p>Use scissors successfully.</p> <p>Use effective pencil grip.</p> <p>Form most letters correctly.</p>	<p>Read stories at their phonic level, with fluency.</p> <p>Be able to name their favourite stories and talk about what happens in them.</p> <p>Write words and simple sentences that can be read by others.</p> <p>Enjoy writing.</p>	<p>Have a deep understanding of each number to 10.</p> <p>Compare numbers, shapes and measures.</p> <p>Recall number bonds to 5 confidently.</p> <p>See pattern in number.</p> <p>Name 2D and 3D shapes and talk about their properties.</p> <p>Talk about pattern.</p> <p>Use Mathematical vocabulary.</p>	<p>Talk confidently about their family life.</p> <p>Learn something about their family history/ other children's family history.</p> <p>Understand their local area.</p> <p>Celebrate festivals; familiar and unfamiliar.</p> <p>Learn about a place contrasting to Penwortham.</p> <p>Draw a map.</p> <p>Understand and experience the different seasons, including different weather.</p> <p>Enjoy investigating the natural world.</p>	<p>Sing a song by themselves or as a small group to the class.</p> <p>Perform to a large audience.</p> <p>Improve a creation they have made.</p> <p>Know how to mix colours.</p> <p>Collaborate with others on a creation.</p>

Reading in Reception

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill. The focus in Reception is to develop phonic reading skills so that pupils become fluent in decoding words. Pupils in Reception will have the opportunity to read a wide range of texts as a whole class, in small groups and independently. Pupils will read and study some texts in more depth, as highlighted on the long term plan. These may vary slightly to account for children's interests and knowledge.

Writing in Reception

Writing in the first term in Reception focuses on the formation of individual letters of the alphabet, as they learn them. Once children can orally segment and know s, a, t, p, i, n, m and d, they will begin to write CVC words using known graphemes.

Once children have sufficient phonic knowledge, they will then begin to write short phrases and sentences at their phonic level. Children will begin to learn the fundamentals of a sentence:

Capital letters

Full Stops

Finger spaces

Letters on the line

Using phonics to spell

Correct formation of letters

In the summer term, they will be introduced to time connectives to support 3rd person retelling.

Outdoor Learning, visits and visitors

Outdoor learning	Observing the seasons	Exploring nature	Exploring forces
Educational Visits and trips	Visit to local church	Follow own maps to Hurst Grange Park	Trip to Underwater Street
Visitors	Wedding photographer	Explorer	Bee keepers

Knowledge and Understanding of the World in Reception (these areas lead on to KS1 Curriculum for Geography)

Reception	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	Super Me!	Festivals and Celebration	Once Upon a Time	We Are Explorers	Growing and New Life	Travel and Transport
Breadth of Experience	Where I Live (address)		Understand local area and make a map to show the route to the park. Contrasting area – rainforest.		Fieldwork in the school grounds	

Knowledge and Understanding of the World in Reception (these areas lead on to KS1 Curriculum for History)

Reception	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	Super Me!	Festivals and Celebration	Once Upon a Time	We Are Explorers	Growing and New Life	Travel and transport
Breadth of Experience	Timeline of weddings in their families		Traditional stories – developing understanding of old and new stories		Changes over time – ourselves/animals/plants Local history project – Hurst Grange Park	

Knowledge and Understanding of the World in Reception (these areas lead on to KS1 Curriculum for Science)

Reception	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	Super Me!	Festivals and Celebrations	Once Upon a Time	We Are Explorers	New Life and Growth	Travel and Transport
Breadth of Experience	Materials – how they change	Seasons – observing changes	Forces – floating and sinking	Seasons – observing changes	Living things and their habitats	Forces – floating and sinking Seasons – observing changes
Knowledge Matrices	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.

Knowledge and Understanding of the World in Reception (these areas lead on to KS1 Curriculum for RE)

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Why do we celebrate?

What times are special for different people and why?

Why do people want to gather together to celebrate special times?

What aspects of my life do I want to celebrate? Why? With who?

What does it feel like to be part of a special celebration?

Why might people send cards and exchange gifts at special times?

Children should learn about what Christians might do to celebrate Harvest and Christmas



Children should learn about how Hindus might celebrate Diwali.

Children should learn about Eid-ul-Adha and how Muslims might celebrate it.

Christians believe that they should look after the world and thank God for creation. Christians celebrate the birth of Jesus at Christmas.

Hindus celebrate the story of Rama and Sita as the triumph of good over evil.

Muslims believe that they should be grateful and thank God for all that is provided.

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Which stories and books are special for different people and why?

How do people care for their special things?

What do you treat with respect and why?

Which stories are special to you and why?

What does it mean if something is special?

They should know that Muslims treat the Qur'an with great respect.

Children will learn about how stories from the Bible might guide Christians in how to live their lives.

Children should learn that Muslims believe the Qur'an is holy because it is the word of Allah.


They should learn about why the stories of the Bible have special meaning for Christians.

Muslims believe that the Qur'an directs them on how to live their lives.

Christians believe that the Bible is holy.

Muslims follow what is written in the Qur'an as it is the word of Allah.

Christians try to follow the example of Jesus as read in the Bible.



Knowledge and Understanding of the World in Reception (these areas lead on to KS1 Curriculum for RE)

Search for personal meaning

Shared human experience


What do you think is special in the world?

What do people think is special about the world?

Muslims follow the example of the Prophet Muhammad and treat animals kindly	Christians and Jews actively look after the environment and promote the care of God's world.
<p>Beliefs and values</p> <p>Muslims believe Allah (God) created the world</p> <p>Christians and Jews share a story which tells them that God created the world</p> <p>What is special about our world?</p>	 
Muslims believe that Allah's creation must be treated with care.	Christians and Jews believe that God told people to look after the world.
Muslims follow the example of the Prophet Muhammad and treat the world with care	Christians and Jews should look after the world as a way of doing what God wants

How do people harm the natural world?
How do people take care of the world?

What can you do to take care of the world?




Search for personal meaning

Shared human experience


Where is my special place? Why is it special?

What makes a place special?

<p>Beliefs and values</p> <p>Children should learn that a church is a holy place for Christians.</p> <p>Which places are special for different people and why?</p>	
They should know that mosques are holy places for Muslims.	They should know that a Mandir is a holy place for a Hindu.
Muslims visit the mosque to listen to the word of Allah and worship.	Hindus visit the mandir to worship and talk to God through the deities.

How and why do we behave differently in different places?

How should I behave differently at school than at home?



Expressive Art and Design in Reception (these areas lead on to KS1 Curriculum for Art and Design Technology)

Reception	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	Super Me!	Festivals and Celebrations	Once Upon a Time	We Are Explorers	New Life and Growth	Travel and Transport
Art and Design	Self portraits	Kandinski		Observational Drawings	Eric Carle – tissue paper	
Design Technology	Baking		Moving parts			Weaving

Being Imaginative in Reception (these areas lead on to KS1 Curriculum for Music)

In Reception, we play the glockenspiel.

Reception	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	Super Me!	Festivals and Celebrations	Once Upon a Time	We Are Explorers	New Life and Growth	Travel and Transport
Title and Genre	Me – Nursery Rhymes and Action Songs	My Stories- Nursery Rhymes and Action Songs	Everyone – Nursery Rhymes and Action Songs	Our World - Nursery Rhymes and Action Songs	Big Bear Funk – Funk Music	Reflect, Rewind and Replay – Nursery Rhymes and Action Songs
Unit Theme	Learning nursery rhymes by heart, exploring pulse	Learning nursery rhymes by heart, exploring pulse	Learning nursery rhymes by heart, exploring pulse, rhythm and pitch, playing instruments	Learning nursery rhymes by heart, exploring pulse, rhythm and pitch, playing instruments	Playing the glockenspiel, leading to performance	Looking back and consolidating learning.

Personal, Social and Emotional Development in Reception (these areas lead on to KS1 Curriculum for PSHE and Relationships Education)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>

Physical Development in Reception (these areas lead on to KS1 Curriculum for Physical Education)

The **INTENT** of Reception is to introduce Fundamental Movement Skills (FSM). Children need to learn to follow instructions to play simple partner and team games. They need to learn the importance of being physically active and the impact it has on their body.

Year One	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	1. Penguins, Possums and Pigs	2. Fire! Fire!	1. Family Album	2. Growth and Green Fingers	1. The Great Outdoors	2. Robots
Unit 1	EYFS – FMS - Superworm	EYFS – Fundamental Movement Skills	EYFS - FMS – Jack and the Beanstalk	EYFS - FMS – Jack and the Beanstalk	EYFS – FMS - Minibeasts	EYFS – FMS - Seaside
Unit 2	Athletics (Sports Day)	Rugby Tots	Dance	Gymnastics	Ball Skills	EYFS – FMS - Transport