



CAPTAIN COOK PRIMARY SCHOOL RECEPTION CURRICULUM OVERVIEW 2023 - 2024

Area of Learning		Intent What are we teaching and why?	Implementation How/what are we teaching and when?					Impact How will we know what children have learned?	NC Links
<p style="text-align: center;">Communication & Language Conversational connections!</p>		Through direct teaching and creating a safe, supportive and stimulating environment that encourages independent learning, we want our children to have...	<p>In Reception we teach through a broad theme or “Learning Context” each half term, while also supporting and encouraging children’s own ideas and fascinations through flexible, responsive continuous provision.</p>					<p>READY FOR Y1 AIMS:</p> <p>Children need to be secure in their communication and language skills to achieve all of these aims.</p> <p>Social Behaviour: To be a happy and confident citizen of the school.</p> <p>Learning Behaviour: Following an adult’s instructions, or their own ideas, they try to complete a task independently or in a group. They are able to ask for help if they need it.</p> <p>Physical Development: To move with confidence and manipulate equipment efficiently, including a secure pencil grip for writing.</p>	PHSCE, P.E
		The skills of conversation, knowledge of vocabulary and language structures that will enable our children to fully engage in all aspects of their learning.	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1		
<p style="text-align: center;">Physical Development Building our brilliant bodies!</p>		The gross and fine motor skills to enable children to develop; core stability, balance, spatial awareness, co-ordination, agility and control leading to happy, healthy, confident children.	Throughout the year children are taught to develop a secure pencil grip, for most a tripod hold. They are taught the skills for cutting and using cutlery.					<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goals – Prime Areas</p>	PHSCE, P.E
		The tools to manage emotions and develop a positive sense of self. To know how to set simple goals, persist and wait for what they want. To cope with setbacks. To know to keep healthy and manage their own hygiene, providing a secure platform from which children can achieve at school and later in life.	To follow simple instructions individually and as a class. To use simple words/phrases to communicate e.g.: register, snack, lunch, please, thank you. To learn social phrases for the classroom. “Please can I have a turn?”	To choose and respond to texts/stories demonstrating understanding. To pay attention during direct carpet time. To use new learned vocabulary in play and tasks. To be able to ask and answer how/why questions.	To narrate their own story in play. To articulate their thoughts in well-formed sentences. To connect ideas/actions to another using connectives. To listen to sounds in spoken words.	To listen to others in play and group work. To engage with non-fiction texts by asking/ answering questions. To explain a process e.g.; making a model using connectives; then, next. To retell an event.	To retell familiar stories using learned vocabulary. To learn rhymes, poems and songs. To tell their own simple stories using story language e.g.: once upon a time, then, in the end. To make comments about what they have heard.		
<p style="text-align: center;">Personal, Social and emotional Development A sense of self.</p>		The gross and fine motor skills to enable children to develop; core stability, balance, spatial awareness, co-ordination, agility and control leading to happy, healthy, confident children.	Throughout the year children are taught to develop a secure pencil grip, for most a tripod hold. They are taught the skills for cutting and using cutlery.					<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goals – Prime Areas</p>	PHSCE, P.E
		To develop confidence in the routines and familiarity of school. To choose areas to play and engage with others. To develop secure relationships with adults in the setting, accepting help and following instructions. Follow rules and understand why they are important. To tidy and look after the classroom with support.	To roll a ball with control of speed and distance. To hold a pen/mark making tool with increasing control. To bounce and catch a ball. To form some taught letters. To manipulate resources to achieve a desired effect. To climb apparatus and equipment with increasing independence.	To dress and undress independently (coat/shoes). To travel and balance holding a stretched/curled shape. To hold body weight on different body parts. To link movements together. To form the letters in your name.	To make basic shapes with your body. To explore movements to music. To be aware of space and use the space around them. To respond to a range of music or signals. To hold pens/pencils in a tripod grip. To draw pictures, cut and stick with accuracy. To form letters in written work.	To throw a ball/beanbag over arm and underarm. To anticipate receiving. To catch with one, then two hands. To catch from one hand to another. To cut out pictures. To manipulate playdough to make a model. To write letters that are formed correctly and legible. To dress and undress for PE.	To write taught letters accurately. To hold writing tools in an effective tripod grip. To run at different speeds and negotiate obstacles. To climb and jump with control. To explore different methods of throwing. To draw with detail and accuracy. To manipulate all classroom resources with control.		
<p style="text-align: center;">Personal, Social and emotional Development A sense of self.</p>		The tools to manage emotions and develop a positive sense of self. To know how to set simple goals, persist and wait for what they want. To cope with setbacks. To know to keep healthy and manage their own hygiene, providing a secure platform from which children can achieve at school and later in life.	Throughout the year children are taught to develop a secure pencil grip, for most a tripod hold. They are taught the skills for cutting and using cutlery.					<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goals – Prime Areas</p>	PHSCE, P.E
		To play with others, extending and elaborating play ideas. Begin to find solutions to conflicts; sharing and taking turns. To begin to use the vocabulary of feeling; happy, sad, angry, worried. To take part in whole school events; Christmas productions. To see themselves as a valuable individual.	To play in role/character. To build respectful relationships with adults in school or others. To express their feelings and show awareness of how others are feeling. To increasingly manage their own needs; toilets. Tissues, snack. To know how to stay safe when outside of school. (eg: road safety/public space on a trip)	To show resilience and perseverance in the face of challenge. To start to moderate their feelings e.g.; walking away, telling an adult, taking deep breaths. To have strategies for dealing with issues in school; eg: ignoring when somebody is being silly. To begin to work for longer periods during group or 1;1 work.	To think about the perspective of others (using fiction). To begin to take responsibility for things, clothing, tidy areas, finish jobs independently. To concentrate for longer periods of time either on the carpet or in group work.	To manage their own personal hygiene needs including changing themselves after an accident. To work cooperatively with others, using strategies such as taking turns or compromise. To demonstrate sensitivity towards peers and other living things. To be able to complete a task independently with appropriate focus.			

		Intent What are we teaching and why?	Implementation How/what are we teaching and when?					Impact How will we know what children have learned?	NC Links		
		Through direct teaching and creating a safe, supportive and stimulating environment that encourages independent learning, we want our children to have...	Autumn 1 All Change! (Starting school, Harvest and Autumn)	Autumn 2 Digging Up Dinosaurs Diwali Christmas!	Spring 1 Adventurers and Explorers (The voyages of Captain Cook)	Spring 2 Our Solar System ... and beyond! Mother's Day, Easter	Summer 1 Captain Cook's Favourite Books Eid	Summer 2 That's Super! Father's Day	READY FOR Y1 AIMS: Reading: To read a book at Unit 11 (SW) With fluency and talk about what they have read demonstrating understanding and engagement. Writing: To, independently, write a sequence of sentences that can be read back by themselves and others.	English	
Literacy	A love of Literacy	The knowledge, skills and confidence to become readers and writers. This will ensure our children develop a life-long love of reading and realise the power of communication through the written word.	Daily Phonics, letter formation and pencil grip following structured progressive Sounds-Write programme.								Early Learning Goals – Specific Areas
			To learn and apply the skills and knowledge of Sounds-Write Units 1 - 5 To listen to shared texts and answer simple questions about it. To read and write our name. To blend and segment cvc words. To hold a pencil correctly. To form taught letters correctly.	To learn and apply the knowledge and skills of Sounds-Write Units 5-8 To share core texts To write cvc, cvcc etc words and simple phrases. To answer questions about shared fiction and non-fiction texts.	To learn and apply the skills and knowledge of Sounds-Write Units 8 - 11 To understand and use taught digraphs. To use phonic knowledge and skills to write facts in short sentences. To read phonetically matched books with increasing fluency.	To use and apply Sounds-Write knowledge up to Unit 11. To learn to orally retell narratives and familiar stories. To begin to develop their own imaginative tales. To write our own short stories using our phonic knowledge and skills.	To use and apply Sounds-Write knowledge from Unit 11 to write independently. To write simple sentences conveying facts or narrative. To read books matched to their phonic ability with fluency, re-reading for clarity. To answer a range of questions about shared texts.				
Mathematics	Mastering Maths	The base of knowledge and vocabulary from which to develop maths mastery. To develop a positive attitude, ensuring the foundation from which to excel mathematically.	To match, sort and compare amounts. To learn to represent 1,2,3 and their composition. To explore pattern. To explore size, mass and capacity.	To represent numbers 1 – 5. To understand one more and one less. To explore circles and triangles. To understand and use positional language.	To understand 0. To compare numbers up to 5. To know the composition of 4 and 5. To explore 4 sided shapes. To compare mass and capacity.	To recognise, count and represent 6, 7, 8, 9 and 10 in different ways. To solve practical problems. To subitise numbers up to 10. To compare or order lengths using non-standard measures.	To build numbers beyond 10. To count in patterns beyond 10. To explore how the quantity of objects and amounts can be changed by adding more. To explore how two shapes can be combined to make a new shape. To begin to explore the properties of 3D shapes.	To consolidate knowledge of numbers to 20 and beyond. To double numbers up to 10. To share and group amounts equally. To begin to identify even and odd numbers by whether they can be shared equally. To begin to count back on a number track to solve problems. To begin to use formal recording.	Maths: To have a deep understanding of numbers to 10. To have an awareness and knowledge of the vocabulary associated with shape, space and measure.	Maths	
Understanding the World	Wide eyed Wonder!	To begin to make sense of their physical world and community, enabling them to foster a fascination and love of our culturally, socially, technologically and ecologically diverse world.	To learn the key roles of people in school and the wider community. To observe Autumnal changes. To observe changes in state (chocolate melting, ice melting) To learn about the Harvest Festival. To know the names of different vegetables. To make and taste vegetable soup.	To understand that there was a past. To learning about decay. To research information through non-fiction and online. To compare animals. To observe changes in an egg. To talk about the key elements of the Diwali & Christmas festivals. To discuss traditions. To use the IWB as part of their learning.	To gain knowledge about life in the past. To gain knowledge of Captain Cook's life and voyages. To identify some of the features of the world on the globe. To compare the climate and animals in different parts of the world. To observe and draw plants and animals. To explore maps on a computer programme.	To develop an emerging understanding about the Earth, sun and moon and it's place in the solar system. To ask questions about life on board the international space station and beyond. To use a computer program to create a picture. To understand key elements of the Easter story and festival.	To describe the life cycles of chicks, plants, frogs and caterpillars. To use iPads to take pictures To understand the role we play in looking after the natural world. To learn and talk about the festival of Eid. To use a computer or iPad to draw and type. To select ICT to support their learning.	To know about different roles/ jobs of people in the community. To be aware of national and internal sporting events and the skills/qualities needed by competitors. To begin to understand our own roles within the community and ways that we can contribute. To understand that all families are different.	Understanding the world: To ask questions and talk about the world around them, demonstrating the knowledge and vocabulary they have gained over the year. Science? History?	Science, History, Geography MFL, Computing, RE	

<p style="text-align: center;">Expressive Arts and Design</p>	<p style="text-align: center;">Capturing Creativity!</p>	<p>To appreciate and experience different ways to express creativity, through which, they can explore and celebrate their own ideas, feelings and values.</p>	<p>To learn traditional songs and nursery rhymes. To beat and dance to a rhythm. To explore percussion instruments. To begin use tools such as paintbrushes and scissors effectively. To explore drawing with different materials; wax crayons, felt tip pens, chalk and pencils.</p>	<p>To explore printing in clay – making fossils. To follow instruction to make Christmas crafts, cards, baking and decorations. To learn and performance and songs. To learn dance for a performance.</p>	<p>To sculpt in clay – Easter Island Heads. To study Aboriginal art and create their own work inspired by it. To make observational drawings of plants and animals. To learn and sing sea songs, shanties and dances. To explore painting and mixed media</p>	<p>To follow instructions to create a Mother's Day card. To build a 3D model using junk/wood. To learn songs and dances linked to the space topic. To mix paint to create bespoke colours.</p>	<p>To add detail to drawings. To illustrate written work. To learn how to thread and sew to make a puppet. To retell traditional stories through role play. To perform songs and stories by heart.</p>	<p>To design and make capes and masks. To make Father's Day cards. To roleplay superheroes by developing a narrative in collaboration with others. To sing and perform known songs and/or have create their own. To make up their own stories for play.</p>		<p>Expressive Arts and Design: To talk about the art around them and the process they have used to create representations of their learning and interests; including songs, dance, art and technology.</p>	<p style="text-align: center;">Music, DT and Art</p>
--	---	---	---	---	---	--	--	---	--	---	--

