







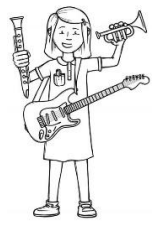


Reception Curriculum Coverage Terms 3 & 4

|  | Term 3  | Term 4  | State of Being   |
|--|---|---|--|
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>  | <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Manage their own needs</li> </ul>  | <p>Philosopher</p>  |
| Communication and Language                 | <ul style="list-style-type: none"> <li>Asks questions to find out more and to check their understanding</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some detail</li> <li>Use talk to organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>                     |   |  |
| Physical Development                       | <p>Theme: Train Ride/ Tightrope walking</p> <ul style="list-style-type: none"> <li>Move whilst balancing on a line or beam (dynamic balance)</li> <li>Demonstrate a static balance</li> </ul>   | <p>Theme: Clowns/ At the Seaside</p> <ul style="list-style-type: none"> <li>Explore and describe different movements</li> <li>Roll a ball with control</li> <li>Demonstrate a counter balance with a partner</li> </ul> | <p>Athlete</p>     |
| Reading                                    | <ul style="list-style-type: none"> <li>Uses finger to track words whilst reading</li> <li>Uses phonic skills to read unfamiliar words</li> <li>Recognises all single letter sounds and some 2-letter sounds (digraphs),</li> <li>Blends sounds together to read words</li> <li>Recognises Reception red words: Sets 1 - 6</li> <li>Reads a simple sentence</li> </ul> |   | <p>Reader</p>     |
| Writing                                    | <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Attempts to write short sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>Write some irregular common words</li> <li>Write a simple sentence.</li> </ul>   | <p>Author</p>     |
| Maths                                      | <ul style="list-style-type: none"> <li>1 more and 1 less</li> <li>Number bonds to 4</li> <li>Representing, composition and combining of numbers 6 – 10</li> <li>Number bonds to 10</li> </ul>   |   | <p>Mathematician</p>   |

|                            |   |   |
|----------------------------|---|---|
|                            | <ul style="list-style-type: none"> <li>• Subtraction from 10.</li> <li>• Naming and describing 2D and 3D shapes</li> </ul>  |    |
| Understanding the World    | <p><b>Enquiry: How have I changed?</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Use vocabulary 'past' and 'present'.</li> </ul>   | <p>Historian</p>   |
| Expressive Arts and Design | <p><b>Enquiry: What can I build?</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely in order to develop ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide what materials to use.</li> <li>• Join different materials and textures.</li> <li>• Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</li> </ul> | <p><b>Music: Pitch</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> <p><b>Art: Painting:</b></p> <ul style="list-style-type: none"> <li>• Explore colour and colour mixing.</li> <li>• Explore use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Share their creations, explaining the process they have used.</li> </ul> <p>Artist</p>  <p>Engineer</p>  <p>Musician</p>  |