



# Kenmore Park Infant & Nursery School.



## Reception Curriculum Goals: 2022 - 2023

Area of Learning	Autumn Term		Spring Term		Summer Term	
	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<p><b>Personal, Social and Emotional Development</b></p> <p>Building Relations Managing feelings Regulating Behaviour</p>	<p>Class Charter linked to Rights Respecting.</p> <ul style="list-style-type: none"> <li>To settle down and familiarise with the Indoor and Outdoor environment.</li> <li>Begin to show independence in accessing resources</li> <li>Learning how to share toys and take turns.</li> <li>Show confidence in looking after Personal needs.</li> <li>Learn about class rules.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the confidence to access a range of resources in the environment independently.</li> <li>Learn how to share a range of resources and take turns fairly.</li> <li>Learn how to express their wants and needs.</li> <li>Begin to regulate behaviour and act in accordance with class rules.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to take pride in the things they can do.</li> <li>Increasingly share and take turns with peers.</li> <li>Increasingly extend play ideas and keep play going for longer.</li> <li>Develop confidence in talking about healthy and unhealthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their feelings and be able to control their behaviour.</li> <li>Be sensitive towards the feelings of others and show care and concern.</li> <li>Show confidence in resolving conflict independently.</li> <li>Make healthy food choices and look after their personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Show respect for peers and adults at school and display an attitude of care and concern.</li> <li>Talk confidently in front of an audience.</li> <li>Talk about oneself in positive terms.</li> <li>Know the difference between right and wrong behaviour and make suitable behaviour choices most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Independently resolve conflict and keep play going.</li> <li>Have the confidence to talk to unfamiliar adults in the setting.</li> <li>Talk about what they can do to be like Sensible Squirrel, Tough Tortoise, Team Ant and Wise Owl.</li> <li>Take on challenging tasks and complete them independently.</li> </ul>
<p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding Speaking</p>	<ul style="list-style-type: none"> <li>Greeting people and making friends.</li> <li>Talking about our likes and dislikes.</li> <li>Listening to and</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and retelling a story.</li> <li>Learn the names of everyday objects at school.</li> <li>Be able to speak</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a story and recalling key events and information. For example: Where the story is set, who are the</li> </ul>	<ul style="list-style-type: none"> <li>Be able to speak in full sentences, using the present and past tense accurately.</li> <li>Understands 'who', 'where'</li> </ul>	<ul style="list-style-type: none"> <li>Be able to speak in full sentences, using the present and past tense accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to speak in full sentences, using the present and past tense accurately.</li> <li>Develop own narratives and</li> </ul>

	<p>retelling a story.</p> <ul style="list-style-type: none"> <li>• Learning the names of everyday objects at school.</li> </ul>	<p>in full sentences, moving away from single word answers.</p> <ul style="list-style-type: none"> <li>• Developing an understanding of question words, such as 'how' and 'why'.</li> <li>• Use STEM sentences when answering questions.</li> </ul>	<p>main characters?</p> <ul style="list-style-type: none"> <li>• Be able to speak in full sentences, moving away from single word answers.</li> <li>• Understands 'who', 'where' and 'what' questions.</li> <li>• Use STEM sentences when answering questions.</li> </ul>	<p>and 'what' questions.</p> <ul style="list-style-type: none"> <li>• Be able to follow instructions involving several ideas.</li> <li>• Use new vocabulary more frequently.</li> <li>• Use STEM sentences when answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and respond appropriately to 'who', 'where' and 'what' questions.</li> <li>• Be able to follow instructions involving several ideas.</li> <li>• Use STEM sentences when answering questions.</li> </ul>	<p>use language to connect ideas.</p> <ul style="list-style-type: none"> <li>• Be able to follow instructions involving several ideas.</li> <li>• Use STEM sentences when answering questions.</li> </ul>
<p><b>Physical Development</b></p> <p>Gross Motor Fine Motor</p>	<ul style="list-style-type: none"> <li>• Practising getting dressed independently.</li> <li>• Feeding themselves using cutlery independently.</li> <li>• Developing fine motor skills and learning how to hold a pencil correctly.</li> <li>• Use scissors to make snips in paper more confidently.</li> <li>• Confidently using the toilet and</li> </ul>	<ul style="list-style-type: none"> <li>• Practising getting dressed independently.</li> <li>• Developing fine motor skills, including how to hold a pencil correctly and form letters accurately.</li> <li>• Begin to demonstrate strength, balance and coordination when playing.</li> <li>• Beginning to negotiate space safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing fine motor skills, including how to hold a pencil correctly and form letters accurately.</li> <li>• Understand that healthy eating, exercise and sleep contribute towards good health.</li> <li>• Using scissors and other small tools more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Form recognisable letters using correct letter formation.</li> <li>• Be able to talk about healthy and unhealthy food choices.</li> <li>• Develop confidence in moving energetically such as running, jumping etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Form recognisable letters using correct letter formation.</li> <li>• Be able to talk about the importance of exercise and the effect that it has on our bodies.</li> <li>• Develop confidence in negotiating space and obstacles safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Form recognisable letters using correct letter formation and a tripod grip.</li> <li>• Be able to talk about the importance of exercise and a good diet.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Moving energetically such as running, jumping etc.</li> </ul>

	<ul style="list-style-type: none"> <li>managing personal needs.</li> <li>Moving in a variety of ways.</li> </ul>					<ul style="list-style-type: none"> <li>Negotiating space and obstacles more confidently and showing care for others' safety.</li> </ul>
<p><b>Literacy</b></p> <p>Comprehension Word Reading Writing</p> <p><b>Themes:</b> The World Around Me Winter Wonderland Fantastic tales Superheroes All things that Grow Under the Sea</p> <p><b>Phonics</b> Little Wandle letters and sounds</p>	<ul style="list-style-type: none"> <li>Introducing Phase 2 phonemes - (s,a,t,p,i,n,m,d,g,o,c,k ck,e,u,r,h,b,ff,ll,ss )</li> <li>Recognising and writing 'tricky words': (is, it, the)</li> <li>Hearing initial sounds in words.</li> <li>Oral blending words with phase 2 phonemes.e.g. tap, cap, dog</li> <li>Finding letters on the grapheme mat.</li> <li>Labelling pictures.</li> <li>Sequencing pictures.</li> <li>Begin to identify characters and settings in a story.</li> <li>Learn about fiction and non-</li> </ul>	<ul style="list-style-type: none"> <li>Working towards recognising and writing Phase 2 phonemes: (j, v, w, x, z, qu, ch, sh, th, ng, nk)</li> <li>Hearing multiple sounds in words.</li> <li>Writing CVC words (such as shop, chop, ring, think).</li> <li>Begin to write simple sentences.</li> <li>Recognising and writing 'tricky words': (put, pull, as, has, his, her, into, go, to, me, she, push)</li> <li>Gain more confidence in identifying characters in stories and begin to understand beginning, middle and end in a story.</li> <li>Read books in line with their phonic knowledge and begin to answer</li> </ul>	<ul style="list-style-type: none"> <li>Working towards recognising and writing Phase 3 phonemes: (ai, er, oa, short and long oo , oi, ear, ur, ow, ee, air)</li> <li>Hearing multiple sounds in words.</li> <li>Writing simple sentences using newly learnt words.</li> <li>Learning longer words and using them in sentences.</li> <li>Recognising and writing 'tricky words': (sure, pure)</li> <li>Confidently talk about story characters, settings and beginning, middle and end of stories.</li> <li>Use a range of ways to narrate story e.g. story maps, talk for</li> </ul>	<ul style="list-style-type: none"> <li>Recapping Phase 3 phonemes and tricky words.</li> <li>Hearing multiple sounds in words.</li> <li>Writing sentences using newly learnt words.</li> <li>Read books in line with their phonic knowledge with increased fluency and answer relevant questions.</li> <li>Use new vocabulary more often.</li> <li>Writing character descriptions and comparisons.</li> <li>Draw information from non-fiction texts and talk about it.</li> <li>Label and caption pictures from non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Working towards recognising and writing Phase 4 CVCC, CCVCC CCCVCC words</li> <li>Recognising and writing 'tricky words' said, have, here, were)</li> <li>Hearing multiple sounds in words, including consonant clusters.</li> <li>Writing Sentences using newly learnt words.</li> <li>Begin to write instructions.</li> <li>Read books in line with their phonic knowledge with increased fluency and answer relevant questions.</li> <li>Begin to write recounts using</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the features of and differences between fiction and non-fiction books.</li> <li>Recognising and writing Phase 3 and Phase 4 words.</li> <li>Write recounts more confidently using time connectives.</li> <li>Using information from non-fiction texts to write facts.</li> <li>Describe a setting using newly learnt vocabulary.</li> <li>Read books in line with their phonic knowledge with increased fluency and answer relevant questions.</li> <li>to read with</li> </ul>

	<p>fiction texts.</p> <ul style="list-style-type: none"> <li>• Begin to make predictions and use stem sentences to answer questions.</li> </ul> <p><b><u>Texts/ Visuals:</u></b> Once there were Giants, Handa’s Surprise, Owl babies, Autumn story and other supplementary texts.</p>	<p>relevant questions.</p> <ul style="list-style-type: none"> <li>• Use a range of ways to narrate story e.g. story maps, talk for writing etc.</li> <li>• Begin to read with expression.</li> <li>• Begin to identify features of non-fiction texts.</li> <li>• Talk about different characters in a story and begin to compare characters.</li> </ul> <p><b><u>Texts/ Visuals:</u></b> Polar Bear, Polar Bear what do you hear? Lost and found, Poles apart, Hello World! Arctic animals, The Diwali Story, The Christmas Story and other supplementary texts.</p>	<p>writing etc.</p> <ul style="list-style-type: none"> <li>• Read books in line with their phonic knowledge and answer relevant questions.</li> <li>• Describe characters in a story and begin to write comparisons.</li> <li>• Write wanted posters.</li> </ul> <p><b><u>Texts/ Visuals:</u></b> The Gingerbread Man, Goldilocks, The three little pigs, The 3 Billy Goats Gruff, Red riding hood, Cinderella, Chinese New Year and other non-fiction and supplementary texts.</p>	<ul style="list-style-type: none"> <li>• Use a range of ways to narrate story e.g. story maps, talk for writing etc.</li> <li>• Make predictions in stories more confidently.</li> </ul> <p><b><u>Texts/ Visuals:</u></b> Supertato and the evil pea, Supertato Bubbly Troubly, Zippo the Superhippo, There’s a superhero in your book People Who Help Us – non-fiction books (police/doctor/vet etc- real life superheroes)</p>	<p>time connectives.</p> <p><b><u>Texts/ Visuals:</u></b> Oliver’s Vegetables Oliver’s Fruit salad The Tiny Seed The Very Hungry Caterpillar Lifecycle of a Chicken, The amazing lifecycle of plants. Jack and the Beanstalk and other supplementary texts.</p>	<p>expression displaying increased confidence.</p> <p><b><u>Texts/ Visuals:</u></b> Commotion in the Ocean Somebody Swallowed Stanley Billy’s Bucket Sharing a Shell Tiddler The Storm Whale and other non-fiction and supplementary texts.</p>
<p><b>Mathematics</b></p> <p>Number Numerical Patterns</p>	<ul style="list-style-type: none"> <li>• Match and sort amounts</li> <li>• Compare amounts</li> <li>• Compare size, mass and capacity</li> <li>• Representing numbers 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring circles and triangles</li> <li>• Positional language</li> <li>• Exploring pattern</li> <li>• Representing numbers to 5</li> <li>• Exploring shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing number 0</li> <li>• Comparing numbers to 5</li> <li>• Composition of numbers to 5</li> <li>• Making pairs</li> <li>• Combining</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing and grouping</li> <li>• Comparing numbers to 10</li> <li>• Number bonds to 10</li> <li>• 3d shapes and patterns</li> <li>• Learning about</li> </ul>	<ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> <li>• Spatial reasoning</li> <li>• Matching,</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction facts of 5.</li> <li>• Sharing and grouping</li> <li>• Deepening understanding of pattern and shape</li> <li>• Odd and even numbers to 10.</li> </ul>

	<ul style="list-style-type: none"> <li>Composition of numbers 1, 2, 3.</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>	<p>with 4 sides</p> <ul style="list-style-type: none"> <li>Number composition to 5.</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>	<p>groups</p> <ul style="list-style-type: none"> <li>Length and height</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>	<p>odd and even numbers.</p> <ul style="list-style-type: none"> <li>Doubling single digit numbers.</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>	<p>rotating and manipulating shapes.</p> <ul style="list-style-type: none"> <li>Adding more</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>Doubling single digit numbers.</li> <li>Subitising regular and irregular patterns of numbers to 5</li> </ul>
<p><b>Understanding the World</b></p> <p>People, Cultures and Communities</p> <p>The Natural World</p> <p>Past and Present</p>	<p><b><u>Past and Present</u></b></p> <p>Talking about friends and family.</p> <p>Identifying and talking about other familiar people.</p> <p>Using pictures to describe the past. E.g. their baby pictures</p> <p><b><u>People, Cultures and Community</u></b></p> <p>Black History Month- talking about Africa.</p> <p>Talking about themselves and others familiar to them.</p> <p>Talking about birthdays and other celebrations.</p> <p>Discussing where they live and what they can find in their homes.</p> <p><b><u>The Natural World</u></b></p> <p>Learning about seasons.</p>	<p><b><u>Past and Present</u></b></p> <p>Compare pictures from past with the present.</p> <p><b><u>People, Cultures and Community</u></b></p> <p>Being able to describe some features of their environment.</p> <p>Talking about the local area.</p> <p>Learn about different festivals. (Diwali and Christmas)</p> <p>Make shortbreads shaped like and Indian sweet for Diwali and Christmas tree ornaments.</p> <p>Drawing comparisons between Diwali and Christmas.</p> <p><b><u>The Natural World</u></b></p> <p>Being able to say what they see, hear and feel outside.</p>	<p><b><u>Past and Present</u></b></p> <p>Comparing and contrasting the past and present.</p> <p>Using a range of vocabulary to describe the past and present.</p> <p><b><u>People, Cultures and Communities</u></b></p> <p>Learn about festivals across different cultures. Easter and Chinese New Year.</p> <p>Talk about how they celebrate festivals in their community.</p> <p><b><u>The Natural World</u></b></p> <p>Describing the effects of seasons on the natural world.</p> <p>Naming a range of natural materials.</p>	<p><b><u>People, Cultures and Community</u></b></p> <p>Talking about themselves and others in their community.</p> <p>Learning about People who help us</p> <p>Describing life in another country.</p> <p><b><u>The Natural World</u></b></p> <p>Describing an unfamiliar environment.</p> <p>Comparing a range of natural materials.</p>	<p><b><u>Past and Present</u></b></p> <p>Talking about the roles of people in society.</p> <p><b><u>People, Cultures and Community</u></b></p> <p>Describing their environment.</p> <p>Describing different religious communities.</p> <p>Comparing life in this country to life in other countries.</p> <p>Developing a knowledge of and being able to describe different occupations.</p>	<p><b><u>Past and Present</u></b></p> <p>Knowing some similarities and differences between the past and now.</p> <p>Using books or storytelling to understand the past.</p> <p><b><u>The Natural World</u></b></p> <p>Making observations and drawings of animals and plants.</p> <p>Describing changes in the natural world including seasons.</p> <p>Describing changing states of matter.</p>

	<p>Going for an Autumn walk to the park to gather leaves and conkers.</p>	<p>Name animals or plants.</p> <p>Use new vocabulary to describe the natural world.</p> <p>Learn about Polar regions and animals.</p> <p>Describe the seasons.</p>				
<p><b>Expressive Arts and Design</b></p> <p>Creating with materials</p>	<ul style="list-style-type: none"> <li>• Singing songs from Africa.</li> <li>• Aboriginal art.</li> <li>• Self portraits</li> <li>• Make an Autumn tree.</li> <li>• Box modelling</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and sing songs using musical instruments.</li> <li>• Learn and sing seasonal songs; e.g. Autumn, Christmas, Diwali</li> <li>• Designing symmetrical patterns; e.g. mendhi and rangoli patterns.</li> <li>• Make Christmas cards and Christmas tree ornaments.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and sing songs about the body.</li> <li>• Designing and making puppets.</li> <li>• Explores what happens when they mix colours.</li> <li>• Making Chinese lanterns/dragons</li> <li>• Box modelling</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to create a rhythm.</li> <li>• Designing and making super hero masks.</li> <li>• Make Mother's Day cards.</li> <li>• Make Easter baskets</li> <li>• Act out stories using props</li> <li>• Role play -People who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore musical instruments and sing songs.</li> <li>• Designing and making animal masks and acting out stories.</li> <li>• Explore a range of media – printing, painting, and drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Make their own songs.</li> <li>• Designing and making sea animals.</li> <li>• Make a Father's Day card.</li> <li>• Learn how to make bubbles</li> </ul>