



Pirton Hill Primary School

Reception Curriculum Statement

Autumn		Spring		Summer	
Theme: Marvellous Me & Let's Celebrate		Theme: Woodland Adventures		Theme: Into the Wild!	
Visit / Visitor / Hook	<ul style="list-style-type: none"> • Storytime - library service • Autumn Walk – School grounds 	Visit / Visitor / Hook	<ul style="list-style-type: none"> • Tiny Creature workshop- onsite • Dental Nurse 	Visit / Visitor / Hook	<ul style="list-style-type: none"> • People Who help us in the Community- Postman visit • Visit to Tring Museum
Focus of Year Group Wow	<ul style="list-style-type: none"> • Nativity Performance 	Focus of Year Group Wow	<ul style="list-style-type: none"> • Music with Mr Newport 	Focus of Year Group Wow	<ul style="list-style-type: none"> • Graduation
Contribution to whole school Wow	<ul style="list-style-type: none"> • Harvest Festival • Remembrance Museum 	Contribution to whole school Wow	<ul style="list-style-type: none"> • World Book Day 	Contribution to whole school Wow	<ul style="list-style-type: none"> • Summer Fayre



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<p>Communication and Language Listening and Attention The pupils will be taught:</p> <ul style="list-style-type: none"> To listen when exposed to stories and discuss what happens at the beginning and the end of the story. To use short full sentences in order for them to be able to express their thoughts when talking about an event or a story. the differences and similarities between fiction and non-fiction text. To listen and consider what has been said by their peers and adults. <p>To talk about and answer questions related to shared text (who, where, when?)</p>	<p>Communication and Language Listening and Attention The pupils will be taught:</p> <ul style="list-style-type: none"> To listen carefully to an extended story and engage in conversation about the beginning, middle and end of the story. How to answer questions related to shared text i.e why, how, what. How to initiate conversations and consider what others say and respond appropriately, using a well-structured sentence, using correct tense. 	<p>Communication and Language Listening and Attention The pupils will be taught:</p> <ul style="list-style-type: none"> How to listen 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. (ELG) How to comment about what they have heard and ask questions to clarify their understanding. (ELG) How to hold conversation when engaged in back-and forth exchanges with their teacher and their peers. (ELG)



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<p>Speaking</p> <p>The pupils will explicitly be taught:</p> <ul style="list-style-type: none"> Vocabulary linked to different topics and everyday events so they can express their feelings and thoughts. <p>Vocabulary progression</p>	<p>Speaking</p> <p>The pupils will be taught:</p> <ul style="list-style-type: none"> How to use recently introduced vocabulary in a variety of environments or situations. To explain and develop their ideas in adult and child-initiated activities. How to formulate and use a full sentence to explain why something may happen in a story or a poem or when responding to an adult as well as using simple conjunctions i.e and, who, until, but. the key features of nonfictions books ie. Contents page, page numbers, index. <p>Vocabulary progression</p>	<p>Speaking</p> <p>The pupils will be taught:</p> <ul style="list-style-type: none"> The skills of using their own ideas when participating in small group, class and one-to-one discussions, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) How to use full sentences, including use of past, present and future tenses and making use of conjunctions when expressing their ideas and feelings about their experiences (ELG) <p>Vocabulary progression</p>



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<p>Reading The pupils will learn to:</p> <ul style="list-style-type: none"> Say the sounds for the following Phase 2 graphemes: s, a, t, p, i, n, m, n, d, o, c, k, e, u, r, h, b, f, l, s. Blend phonemes to read VC (2 letter words) and CVC words (3 letters words). E.g. at, pot, dog, bed. Read Phase 2 harder to spell and read words. E.g the, to, no, go. Read simple captions. E.g. no lid on the pan. 	<p>Reading The pupils will learn to:</p> <ul style="list-style-type: none"> Say the phoneme for individual graphemes and at least 5 digraphs by saying the sounds for them. e.g Phase 3 sounds – j, v, w, x, y, z, qu. Digraphs – ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er Trigraphs – igh, air, ear, ure Blend phonemes to read words with the above sounds. E.g chin, ship, chip, letter, ring, light, fur, hair, sure. Say the names of the letters of the alphabet (capital and lower-case letters). Read all of Phase 2 and at least 5 Phase 3 common exception words by sight E.g Phase 3 - he, she, we, me, be, was, my, you, they, her, all. Read aloud simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. Read two-syllable words containing known letter-sound correspondences. E.g. laptop, sunset, rocket. 	<p>Reading The pupils will learn to:</p> <ul style="list-style-type: none"> Say a sound for each letter of the alphabet and at least 10 digraphs. (ELG) Digraphs - ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er. (ELG) Read words consistent with phonic-knowledge by sound-blending. (ELG) E.g. groan, brush, clown, spring, crust. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) Phase 4 common exception words – said, so, have, like, some, come, were, there, little, one, do, when, out, what.



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<p>Writing The pupils will be taught to:</p> <ul style="list-style-type: none"> To write recognisable letters (Phase 2). Write their first name from memory. Write labels and short captions with support. Write VC and CVC words containing known Phase 2 graphemes. Write Phase 2 common exception words from memory E.g. Phase 2 - the, to, go, no, I. 	<p>Writing The pupils will be taught to:</p> <ul style="list-style-type: none"> Write letters of a consistent size that sit on a line. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Write words containing digraphs (at least 5 from the Phase 3 list) Write at least 5 Phase 3 common exception words by sight (he, she, me, be, was, my, you, they, her, all). 	<p>Writing The pupils will be taught to:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing sounds with a letter or letters. Write simple phrases and sentences that can be read by others. (ELG)
<p>Comprehension The pupils will be taught the skills that will enable them to:</p> <ul style="list-style-type: none"> Answer questions about stories they have heard and books they have shared. Join in with telling a familiar story using actions, key story language and repetitive phrases Use new vocabulary in context as part of storytelling and in role play situations. Identify and talk about characters and settings in familiar stories and books they have shared. 	<p>Comprehension The pupils will be taught the skills that will enable them to:</p> <ul style="list-style-type: none"> Retell a familiar story in the correct order using actions, key story language and repetitive phrases. Talk about what they like and dislike about a story or book they have shared. Make up a story using key vocabulary from Talk for Writing key texts Ask and answer questions about characters and settings in familiar stories and books they have shared 	<p>Comprehension The pupils will be taught the skills that will enable them to:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) Anticipate- where appropriate- key events in stories. (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. (ELG)



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<p>Mathematics The pupils will be taught to:</p> <ul style="list-style-type: none"> • Match and sort objects into sets. • Compare amounts - more, fewer or the same. • Compare size, mass and capacity. • Make simple patterns. • Represent 1,2,3. • Compare 1,2,3 . • Composition of 1,2,3 • Name circles and triangles • Numbers to 5 • Shapes with 4 sides 	<p>Mathematics The pupils will be taught to:</p> <ul style="list-style-type: none"> • Count objects, actions and sounds • Subitise • Link the numeral with its cardinal number value • Compare numbers • Explore the composition of numbers to 10 • Develop spatial reasoning skills • Compose and decompose shapes 	<p>Mathematics The pupils will be taught to:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system (ELG). • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, and the same as the other quantity (ELG). • Explore and represent patterns within numbers up to 10, including evens and odd, double facts and how quantities can be distributed evenly (ELG) • Have a deep understanding of numbers to 10, including the composition of each number (ELG). • Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts (ELG). • Subitise up to 5 (ELG).



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Personal, Social and Emotional Building relationships Self-regulation Managing self The pupils will be explicitly taught to: <ul style="list-style-type: none"> • Demonstrate Superstar sitting. • Demonstrate Wonderful walking. • GREAT manners • Take turn in a conversation • Demonstrate Superstar listening • Use great table manners. • End of playtime routines. • Use the executive functions when taking turns and sharing. • Identify own emotions (happy, sad, angry, upset). • Express emotions through body/voice. • Understand and show qualities of a good friend (taking turns, using kind words, hands and feet, helping our friends). • Be resilient. • Understand how to keep healthy. 	Personal, Social and Emotional Building relationships Self-regulation Managing self The pupils will be explicitly taught to: <ul style="list-style-type: none"> • Use their working memory to help them listen and remember (e.g Kim's game – memory challenge. Simon says etc). • How to use their executive function and control their strong negative emotions. • Develop flexible thinking (e.g thinking in reverse, what else can it be, changing the rules). • Demonstrate wonderful walking – practical lessons. • Identify and share ideas with a talking partner taking into consideration what has been said. • Demonstrate emotions like empathy, resilience and how to communicate their needs. • Self-regulation (e.g. calming your body, thinking before acting, share and understand the importance of exercise, healthy diet and brushing teeth). 	Personal, Social and Emotional Building relationships Self-regulation Managing self The pupils will be explicitly taught to: <ul style="list-style-type: none"> • Label and demonstrate emotions like feeling sorry, calm, proud (ELG). • Understand resilience and perseverance (ELG). • Use GREAT Manners when at table or eating out. • Transition into Year 1. • Use the skills of following instructions involving several ideas or actions (ELG). • Work and play cooperatively and take turn with others (ELG). • Show sensitivity to their own and to others' needs. (ELG). • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG).



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	<ul style="list-style-type: none">• Show curiosity in their learning, work independently and make predictions and apply learning to different contexts.• Friendship, kindness.	
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Autumn	Spring	Summer
<p>Physical development Gross motor skills</p> <p>Through Continuous provision and interactions with the teaching staff (both indoors and outdoors), the pupils will develop the following abilities:</p> <ul style="list-style-type: none"> • Ride a balance bike showing spatial awareness. • Balance along wooden equipment, climbing up and over the 'A' frame without support. • Throw, catch and aim a small ball/beanbag at a target. • Play group games that involve moving in small and large spaces in a variety of ways. 	<p>Physical development Gross motor skills</p> <p>Through Continuous provision and interactions with the teaching staff (both indoors and outdoors) the pupils will develop the following abilities:</p> <ul style="list-style-type: none"> • Ride a balance bike around the bike track and around obstacles. • Combine a sequence of movements on their own and as part of a group. • Throw and catch a ball to self and to a partner, increasing the distance between the pair of children. In our Pe lessons the pupils will be taught: • How to control their body when travelling, rolling, balancing, climbing and jumping. The pupils will explicitly be taught how to get changed for PE. 	<p>Physical development Gross motor skills</p> <p>Through Continuous provision and interactions with the teaching staff (both indoors and outdoors) the pupils will develop the following abilities:</p> <ul style="list-style-type: none"> • To move safely into space with consideration for themselves and others. (ELG). • To demonstrate strength, balance and coordination when playing (ELG). • To safely travel in different ways, such as running, jumping, dancing, hopping, skipping and climbing. (ELG). • To get changed for PE independently.



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<p>Physical development Fine motor skills</p> <p>The pupils will be taught:</p> <ul style="list-style-type: none"> • How to hold a pencil with tripod grip and begin to form letters of the alphabet following correct formation. • How to form all the letters in their name. • To use tweezers to move small objects from one container to another. • How to use a needle and thread to complete a running stitch (e.g on plastic binca). • How to use scissors to cut different materials and along a straight line using correct grip. • Use a metal knife to cut playdough. • Draw a picture of themselves including facial details, body, arms and legs. 	<p>Physical development Fine motor skills</p> <p>The pupils will be taught:</p> <ul style="list-style-type: none"> • How to hold a pencil with tripod grip and to form Phase 2 and 3 lower case following correct formation. • To write their name independently using correct letter formation. • Use Hama beads to create patterns and pictures. • How to use a needle and thread to join two pieces of material using a running stitch. • How to use scissors to cut continuously around the outline of complex shapes. • How to use a knife to cut food when eating. • How to make an observational drawing of flowers including details. 	<p>Physical development Fine motor skills</p> <p>The pupils will be taught:</p> <ul style="list-style-type: none"> • To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG) • How to use a range of small tools, including scissors, paint brushes and cutlery. (ELG) <p>To show accuracy and care when drawing. (ELG)</p>



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<p>Understanding the World Past and Present People, Culture and Communities The Natural World</p> <p>Through adult interaction and well-planned Continuous provision, the pupils will learn about:</p> <ul style="list-style-type: none"> • People who are familiar to them and belong to their family. • Historical events like Remembrance, Bonfire Night. • The effects of changing seasons (Autumn) on the natural world around them. 	<p>Understanding the World Past and Present People, Culture and Communities The Natural World</p> <p>Through adult interaction and well-planned Continuous provision, the pupils will learn about:</p> <ul style="list-style-type: none"> • How to draw and retrieve information from a simple map of the school grounds. • The effects of changing seasons (Spring) on the natural world around them. • The life cycle of a butterfly. • The importance of exercise, brushing teeth and general body cleanliness (visit from the local dental nurse). • Different celebrations like Mother's Day and Easter. • The effects of changing seasons (Spring) on the natural world around them. 	<p>Understanding the World Past and Present People, Culture and Communities The Natural World</p> <p>The pupils will be taught about:</p> <ul style="list-style-type: none"> • The role of different people who help us in our community. • Differences and similarities between the natural world around them and contrasting environments and what has been read in the class (e.g comparing African animals and farm animals).(ELG) • Changes that have happened through their life/differences between now and as a baby and toys in the past and present. (ELG) • The effects of changing seasons (Summer) on the natural world around them.



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<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p> <p>Through adult interaction and well-planned Continuous provision, the pupils will learn about:</p> <ul style="list-style-type: none"> Giuseppe Arcimboldo's work and how to create a portrait using fruits and vegetables. Talk about their creations and how they were made. The use of different materials and how they can be used in order to create a desired outcome (e.g. make a building using junk modelling, Sellotape, glue etc). <p>The pupils will be explicitly taught:</p> <ul style="list-style-type: none"> Nursery rhymes and songs in a group. How to move in response to music and tap out simple repeated rhythms. How the sounds can be changed. 	<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p> <p>Through adult interaction and well-planned Continuous provision, the pupils will learn about:</p> <ul style="list-style-type: none"> How to make an observational drawing of flowers including details. Combine materials to create a desired effect –e.g. puppet making. <p>The pupils will be explicitly taught:</p> <ul style="list-style-type: none"> How to sing in a small group or on their own, increasingly matching the pitch and following the melody. How to recite a poem in a group. How to express movement through dance. How to select appropriate percussion instruments to express their feeling and ideas. The names of some percussion instruments 	<p>Expressive Arts and Design Creating with Materials Being Imaginative and Expressive</p> <p>Through adult interaction and well-planned Continuous provision, the pupils will learn about:</p> <ul style="list-style-type: none"> How to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; (ELG) Make use of props and materials when role playing characters in narratives and stories. (ELG). Invent, adapt and recount narratives and stories with peers and their teacher. (ELG) Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)