



Roxbourne Primary School Reception Curriculum

		HT1	HT2	HT3	HT4	HT5	HT6
EYFS Specific Areas of Learning	Units	RWI Phonics Set 1A	RWI Phonics Set 1C	RWI Phonics Ditty level	RWI Phonics Red level	RWI Phonics Green level	RWI Phonics Green level
	Reading	Story telling and mark making based on fortnightly focus texts listed below.					
	Writing	All About Me by my class teacher	The best Diwali ever! by Sonali Shah Birthday Cupcake Recipe Letter to Father Christmas	The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood	Jasper's Beanstalk by Nick Butterworth Oliver's Vegetables by Alison Bartlett and Vivian French Owl Babies by Martin Waddell	The Last Castle by Travis Jonker The Princess Knight by Cornelia Funke Zog by Julia Donaldson	Nature Girls by AKI The Lighthouse Keeper's Lunch by David and Ronda Armitage
		Making marks, possibly with different media (e.g. sand, paint, playdough, magnetic letters) Attributing meaning to the marks they make most of the time Drawing pictures with recognisable features (e.g. circles for wheels if drawing a car) Using a tripod grip Writing own name correctly Saying sentences they would like to write Forming some recognisable letters, symbols and/or numbers Using phonic knowledge to write the first sound in a word, with some other sounds in the correct order Using phonic knowledge to segment and blend some CVC words Using resources in the room to support independent writing (e.g. word and sound mats) Writing single words or phrases independently Writing some simple Red Words (e.g. I, the)		Forming most lowercase letters correctly Using phonic knowledge to write CVC words accurately Using phonic knowledge to write longer words in a phonetically plausible way Remembering most finger spaces Using resources in the room independently to support their own writing Writing short sentences independently Writing some known Red Words accurately Able to read their own writing Able to make simple edits to their writing, with prompting		Forming most lowercase letters correctly and beginning to form upper case letters, correctly Using finger spaces between most words Spelling most words correctly or in a phonetically plausible way Writing sentences independently that can be read by self and others Writing short sentences using some capital letters and full stops Reading their own writing to check for mistakes, and able to make some edits to their writing, without prompting	
		Mathematics	Unit 1: Early mathematical experiences Unit 2: Pattern and early number Unit 3: Numbers within 6	Unit 4: Addition and Subtraction within 6 Unit 5: Measures Unit 6: Shape and Sorting Unit 7: Numbers within 10	Unit 8: Calendar and Time Unit 9: Addition and Subtraction within 10 Unit 10: Grouping and Sharing Consolidation	Unit 11: Number patterns within 15 Unit 12: Doubling and Halving Unit 13: Shape and Pattern Consolidation	Unit 14: Securing addition and subtraction facts Unit 15: Number patterns within 20 Unit 16: Number patterns beyond 20
	Humanities	Me and My Family	Celebrations	Traditional Tales	Growing	Knights and Dragons	Holidays
	Music	What are the different types of voice I can use? - Learns how to participate in musical routines using turn-taking - Mirror movement and mime actions, patterns and representation of pulse - Respond freely to music through body movement and facial expressions - Explore vocal sounds and sing a selection of songs, rhymes and chants - Explore rhythm by working with rhythm of the words	How does the world around us use music? - Participate in musical routines through whole class singing games solo responses in circle games - Mirror movement and mime actions, patterns and representation of pulse - Respond freely to music through movement and facial expressions - Explore vocal sounds and sing a selection of songs, rhymes and chants	How might we use music to show different characters in a fairytale? - Build ensemble skills with classmates in singing games - Demonstrate an understanding of the difference between the beat and rhythm through movement - Sing 'So-Mi-La' songs in unison - Sing solo responses	How can we change our pitch to show a growing plant? - Use percussion imaginatively, demonstrate an understanding of tempo, volume & rhythm - Represent stories and characters through movement - Match pitch of a leader, supported by movement and gestures	How might different planets and objects sound like in space? - Build ensemble skills with class in singing games - Demonstrate an understanding of the difference between the beat and rhythm through movement - Sing 'So-Mi-La' songs in unison - Sing solo responses	Can you tell the difference between slow and fast music? - Follow and respond to musical signals - Demonstrate a basic understanding of musical elements - Play rhythm of the words on a percussion instrument - Use changes in tempo and volume to reflect ideas of different verses - Sing in unison with class leader and class ensemble
	Science	The Human Body	Seasonal Changes	Materials	Plant and Animal Life cycles	Pond Habitats	Forces
	RE	Christianity/Humanism	Christianity	Islam	Jain Dharma (Jainism)/Judaism	Baha'/' Sikh Dharm (Sikhism)	Christianity
	EYFS Prime Areas of Learning	Phsyical Education	Introduction to PE Unit 2 >To move around safely in space. >To follow instructions and stop safely. >To stop safely and develop control when using equipment. >To follow instructions and play safely as a group. >To follow a path and take turns. >To work co-operatively with a partner.	Fundamentals Unit 2 >To develop balancing. >To develop running and stopping. >To develop changing direction. >To develop jumping. >To develop hopping. >To explore different ways to travel using equipment.	Gymnastics >To copy and create shapes with your body. >To be able to create shapes whilst on apparatus. >To develop balancing and taking weight on different body parts. >To develop jumping and landing safely. >To develop rocking and rolling. >To copy and create short sequences by linking actions together.	Ball Skills Unit 2 >To develop rolling and tracking a ball. >To develop accuracy when throwing to a target. >To develop dribbling with hands. >To develop throwing and catching with a partner. >To develop dribbling a ball with your feet. >To develop kicking a ball to a target.	Games Unit 2 >To aim when throwing and practise keeping score. >To follow instructions and move safely when play tagging games. >To learn to play against a partner. >To develop co-ordination and play by the rules. >To explore striking a ball and keeping score. >To work co-operatively as a team.
PSHE		Being Me in My World Self-identity Understanding feelings Being in a classroom Being Gentle Rights and responsibilities	Celebrating Difference Identify talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me My Body Respecting my Body Growing Up Growth and Change Fun and Fears Celebration
Expert Talks		School Nurse/ Doctor	Postman	Firefighters	Vet	Police Officer	Lifeguard
Educational Visits		House Name Trips	Theatre	Headstone Manor	Visiting Ark Farm	Pinner Memorial Park	Ruislip Lido
Enrichment	RE Visit	St Andrew's Church					
	Special Event Days	- Black History Month - Christmas Carols at St Andrew's	- Remembrance Day - Anti-Bullying Week - Children in Need	- Children's Mental Health Week - Safer Internet Day	- Red Nose Day (Comic Relief) - World Book Day	- Mental Health Awareness Week - Numeracy Day	- World Music Day - Sports Day - Financial Literacy Day
	Parent Celebrations	Family Gallery	Fred's Birthday Party Nativity	Fairytale Picnic	Meet our Chicks	Medieval Tourney	Sports Day