

Abbots Ripton CE School Reception Progressive Curriculum 2021-2022



At Abbots Ripton CE School, we want our Reception children to learn knowledge and skills to support their journey through our school and their lives.

We have planned an ambitious curriculum with a progressive sequence of knowledge and skills which continues to support their learning in KS1 and KS2. We aim for the children to be confident in this knowledge and in these skills in all areas of the curriculum, with these stored in their long term memory as they leave Reception class.

Our curriculum is language rich, develops the characteristics of learning, independence and self-regulation, and covers the seven areas of the Early Years curriculum. We use specific schemes of learning for English in the Summer Term; Jane Considine resources, Maths; White Rose Mastery Curriculum, RE; Emmanuel Project and Understanding Christianity, PE; Cambridgeshire Syllabus and the Cambridgeshire PSHE syllabus.

We also aim for the curriculum to be flexible and driven by the children's interests to ensure that they are engaged and excited by the learning within Van Gogh classroom.

Personal, Social and Emotional Development

Autumn	Spring	Summer
<u>Making Relationships</u> <ul style="list-style-type: none"> I choose to play and talk to a familiar friend who has a similar interest I am happy to talk to familiar friends and adults about my interests I can ask an adult for help 	<u>Making Relationships</u> <ul style="list-style-type: none"> I show interest in other children's needs and can help and support them in these I am aware of some strategies to support me when negotiating sharing toys and resources e.g timer 	<u>Making Relationships</u> <ul style="list-style-type: none"> I have particular friends and relationships I can resolve conflicts in peer relationships when they arise
<u>Sense of Self</u> <ul style="list-style-type: none"> I understand my interests and unique abilities 	<u>Sense of Self</u> <ul style="list-style-type: none"> I am beginning to enjoy wider choices, take risks and enjoy new things 	<u>Sense of Self</u> <ul style="list-style-type: none"> I am able to explain what I want to do and how I need to go about it
<u>Understanding Emotions</u> <ul style="list-style-type: none"> I can find comfort with a familiar adult when upset either in the classroom or outside 	<u>Managing Emotions</u> <ul style="list-style-type: none"> I know I need to say sorry if I hurt someone or say unkind words I recognise some emotions in myself and other people 	<u>Managing Emotions</u> <ul style="list-style-type: none"> I know some ways in which I can manage conflict in my relationships

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<ul style="list-style-type: none"> • I understand that some actions may hurt or harm others and have consequences • I can tell someone I don't like what they are doing • I can join in with class activities and understand I need to behave in certain ways • I can put my hand up when I need to ask or answer something when in a group 	<ul style="list-style-type: none"> • I know some ways to help myself or others feel better 	
Communication and Language		
Autumn	Spring	Summer
<u>Listening and Attention</u> <ul style="list-style-type: none"> • I can listen to stories • I can listen to others in a group • I can play and listen to my friends at the same time 	<u>Listening and Attention</u> <ul style="list-style-type: none"> • I can listen and comment on stories and others conversations 	<u>Listening and Attention</u> <ul style="list-style-type: none"> • I can listen and do for short periods of time • I can listen in a variety of different situations; group, class, collective worship
<u>Understanding</u> <ul style="list-style-type: none"> • I can follow action words • I can follow simple instructions • I can understand question words; who, what, and where? 	<u>Understanding</u> <ul style="list-style-type: none"> • I can follow instructions with more components to them • I understand prepositions; under, behind, above, next to • I can understand a why question 	<u>Understanding</u> <ul style="list-style-type: none"> • I can follow two part instructions • I understand and can respond to questions; who, what, when, where, how and why
<u>Speaking</u> <ul style="list-style-type: none"> • I can use my words to share my feelings, thoughts and ideas • I can tell a past event in order • I can hold a conversation, although I may change topic 	<u>Speaking</u> <ul style="list-style-type: none"> • I can use 'and' and 'because' to extend my ideas • I can ask questions to understand why and how things happen • I can use vocabulary heard in stories or linked to curriculum areas • I can use past tense correctly 	<u>Speaking</u> <ul style="list-style-type: none"> • I can use talk to organise, clarify and sequence my ideas • I can extend my vocabulary by exploring the meaning and sounds of new words
Physical Development		

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Autumn	Spring	Summer
<u>Moving and Handling</u> <ul style="list-style-type: none"> I can use pens, scissors, hammers and jugs with an increasing amount of skill I can sit on a chair with both feet on the ground I can use wheeled toys with an increasing amount of skill and control; balance bikes, trikes I can negotiate space when I move slowly I can form the anti-clockwise movement and retrace vertical lines I am beginning to jump, hop and skip I can roll and ball I can balance a beanbag 	<u>Moving and Handling</u> <ul style="list-style-type: none"> I can use scissors independently I can negotiate space when I move at different speeds I can form some recognisable letters I can hold a pencil with a tripod grip I am beginning to be able to throw and catch a ball I am beginning to kick and trap a ball 	<u>Moving and Handling</u> <ul style="list-style-type: none"> I am aware of others when I move around my environment I can jump off an object and land appropriately to stabilise balance I can form most letters correctly using a pencil with a tripod grip I am beginning to be able to hit a stationary ball
<u>Health and Self-care</u> <ul style="list-style-type: none"> I can name the parts of my body I can use the toilet independently I can get dressed and undressed with a little help I can change into boots and store my shoes on the rack I can put my coat on a peg I know how and why I need to wash my hands I know how to play safely in the outside area and classroom 	<u>Health and Self-care</u> <ul style="list-style-type: none"> I can explain the effects of physical exercise on my body I can get dressed and undressed independently for PE I know how to transport equipment and resources safely 	<u>Health and Self-care</u> <ul style="list-style-type: none"> I know how to look after my body and keep it clean, including my teeth I know how to keep safe, including drug education I know how to cross a road safely I know how to keep my body healthy; exercise, eating, sleep
Literacy: Reading		
Autumn	Spring	Summer
<u>Word Reading</u> <ul style="list-style-type: none"> I can show an awareness of rhyme and alliteration 	<u>Word Reading</u> <ul style="list-style-type: none"> I know the phase 3 initial sounds and 'tricky' words 	<u>Word Reading</u> <ul style="list-style-type: none"> I know phase 3 sounds and some digraphs

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<ul style="list-style-type: none"> • I can clap or tap the syllables in words • I can hear the initial sounds in words • I can handle and look after books in an appropriate way • I know the phase 2 sounds and graphemes and 'tricky' words • I can blend sounds into words 	<ul style="list-style-type: none"> • I am beginning to know the phase 3 digraphs and vowel digraphs • I can use my finger to track words across the page • I can read simple sentences • I can put books away after I have read them 	<ul style="list-style-type: none"> • I know the tricky words for phase 4 • I decode unknown words • I know fluently some high frequency words • I am beginning to check my reading makes sense • I can choose books I enjoy reading
<u>Comprehension</u> <ul style="list-style-type: none"> • I can join in with known rhymes and songs • I can talk about books I have enjoyed 	<u>Comprehension</u> <ul style="list-style-type: none"> • I can talk about specific words in texts and explain their meaning • I can use words and ideas from stories in my speech and role play • I understand that books can be fiction or non-fiction books. • I can talk about the title of the book and understand what a blurb is. • I know what an exclamation mark, question mark and full stop are. 	<u>Comprehension</u> <ul style="list-style-type: none"> • I can talk about the settings, events, characters and key events in a story • I can remember stories or information that has been read to me
Literacy: Writing		
<u>Handwriting</u> <ul style="list-style-type: none"> • I can make patterns with focus on circles, vertical lines and the anti-clockwise movement, using resources in both the inside and outside area • I can write the letters in my name with the support of a visual • I can hold a pencil with a pincer grip <u>Composition</u> <ul style="list-style-type: none"> • I can orally construct a simple sentence • I can make marks to convey meaning <u>Spelling</u>	<u>Handwriting</u> <ul style="list-style-type: none"> • I can begin to form recognisable letters in letter families • I can hold my pencil with a tripod grip <u>Composition</u> <ul style="list-style-type: none"> • I can say what I want to write • With support I can write labels and captions • I can read back what I have written <u>Spelling</u> <ul style="list-style-type: none"> • With support I can segment words into sounds for writing using sound and spelling banks for support 	<u>Handwriting</u> <ul style="list-style-type: none"> • I can form most letters with correct formation <u>Composition</u> <ul style="list-style-type: none"> • I can use specific vocabulary in my writing • I can write labels, captions and sentences independently for different purposes <u>Spelling</u> <ul style="list-style-type: none"> • I can segment words into sounds for spelling

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<ul style="list-style-type: none"> I can write the initial sound in a word with support of a sound mat <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> I am aware of the components of punctuation; full stop, capital letter, question mark I can identify the capital letter in my name 	<ul style="list-style-type: none"> I use sound buttons to support my spelling <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> I can identify a letter, word and sentence in my reading With support I can use a capital letter for names and the first word in a sentence 	<ul style="list-style-type: none"> I can write phase 2 and 3 tricky words fluently <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> I use a capital letter at the beginning of a sentence and a full stop at the end
Mathematics		
Autumn	Spring	Summer
<u>Number</u> <ul style="list-style-type: none"> I can match, sort and compare amounts I can represent, compare and compose numbers to five I can count and recognise numerals to 10. I can say which number is one more or less I can begin to subitise numbers to 3 I can begin to talk about my understanding 	<u>Number</u> <ul style="list-style-type: none"> I understand the concept of zero I can compose and compare numbers to 10 I can count and recognise numbers to 20. I can make pairs and combine two groups I know number bonds within 10 I can subitise numbers to 5 I can explain how I know the answer 	<u>Number</u> <ul style="list-style-type: none"> I can double numbers I can count to 20 and recognise some numerals beyond this range. I can begin to count backwards from 20. I can share and group objects I understand the word 'equal' I can begin to understand odd and even numbers I can find half of an object or amount I can subitise numbers to 6 and beyond I can explain my answers in detail
<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> I can compare size, mass and capacities I can describe simple AB patterns I can name the common shapes and find them in the environment I can use language of position to talk about objects and spaces I can use the language of time to talk about routines and events 	<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> I can compare weights and capacities I can describe and compare lengths and heights I can order and sequence time in my day I can explore and manipulate 3d shapes and know some of their names. I can explore more complex patterns 	<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> I can replicate simple models and shapes I can explore relationships between numbers and shapes I can create a simple map to replicate a place

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Understanding the World		
Autumn	Spring	Summer
<u>People and Communities</u> <ul style="list-style-type: none"> I know what is unique and special about me I can talk about my friends and family and special times I have had I can talk about why we celebrate special times; Harvest, Bonfire Night, Diwali and Christmas I can talk about events in my past 	<u>People and Communities</u> <ul style="list-style-type: none"> I know that there are differences and similarities between people I show interest in people with different occupations and ways of life I know why we celebrate Easter I can begin to sequence events 	<u>People and Communities</u> <ul style="list-style-type: none"> I can talk about people who are different to me and have different ways of life I can talk about why we need to look after our world I can talk about similarities and differences between things in the past and now I can comment on images of familiar situations in the past
<u>The World</u> <ul style="list-style-type: none"> I can talk about some of the things I have seen and found, such as plants, objects, the weather and places. I can talk about my immediate environment 	<u>The World</u> <ul style="list-style-type: none"> I can explain how some plants and animals grow and change I can ask questions about what I can see around me I can make observations about the seasons and how they change I can name some features of my environment and use an aerial map to identify some of these; playground and Wild Wood I know how we can begin to care for our world 	<u>The World</u> <ul style="list-style-type: none"> I know the four seasons I can draw and use simple maps of my immediate environment I know my address I can talk about how different places have similarities and differences I can talk about some of the things we do can have an impact on the environment
<u>Technology</u> <ul style="list-style-type: none"> I can operate simple equipment including remote control cars, Ipads Esafety: I am beginning to understand that I need to stay safe when I am using the internet. 	<u>Technology</u> <ul style="list-style-type: none"> I can complete a simple program on an electronic device Esafety: I know who to tell if I feel unsafe on the internet. 	<u>Technology</u> <ul style="list-style-type: none"> I can use a device to take a photograph I can search for information on the internet with adult support

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		<ul style="list-style-type: none"> ESafety : I know I need to be kind to others when I am online.
Expressive Art and Design		
Autumn	Spring	Summer
<u>Creating with Materials</u> <ul style="list-style-type: none"> I can experiment with different ways to create shapes, and representations of actions, people and objects I can join in with rhymes and songs I can experiment with making sounds using instruments in different ways I can explore how colours can be changed 	<u>Creating with Materials</u> <ul style="list-style-type: none"> I can use drawing to represent my ideas I can begin to develop my own ideas when using media and materials I can sing familiar songs I can explore how sounds and movements can be changed 	<u>Creating with Materials</u> <ul style="list-style-type: none"> I can use my increasing knowledge of colour, media and materials to develop my own ideas I can begin to join materials together in different ways; glue, tape, elastic bands, brass pins, cardboard flange and tab I know how to mix colours together to achieve additional colours I can sing a variety of songs I can play instruments in different ways, including keeping a rhythm
<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> I can use movement and sounds to express experiences , ideas and feelings I can sing to myself and make up simple songs I can use sounds, movements and drawings as part of my story telling and role play 	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> I can use modelled ideas in my play and develop variations of these I can introduce a storyline into my play 	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> I can play cooperatively as part of a group to develop imaginary narratives and ideas