Curriculum Overview for Reception

English (Literacy)

- **Reading**
    1. Say a sound for each letter in the alphabet and at least 10 digraphs.
    2. Read aloud simple sentences and books, consistent with their developing phonic knowledge.

- **Writing**
    1. Write correctly formed, recognisable letters
    2. Use their phonics knowledge to spell words.
    3. Write simple phrases and sentences that can be read by others.

- **Listening and attention**
    1. Listen attentively to books and poems being read to them.
    2. Listen attentively what others have to say.

- **Understanding**
    1. Demonstrate understanding of what has been read/heard by engaging with comments, questions, or actions.
    2. Asking questions to clarify their understanding.

- **Speaking**
    1. Learn to express them effectively using complete sentences.
    2. Use recently acquired vocabulary in small group learning and independent role play.
    3. Use correct tenses, as well as conjunctions (with teachers' modelling and support)

Maths (Mathematical Development)

- **Number**
    1. Develop a strong grasp of numbers up to 10, including the components of each number and verbally count beyond 20.
    2. Subitise (recognise quantities without counting) up to 5.
    3. To tell a number one more or one less than a given number.
    4. To instantly recall number bonds to 5 and some pairs to 10.
    5. Recognise, create, and describe patterns, for example, even and odd numbers, double facts within numbers up to 10.

- **Shape, space and measure**
    1. Use everyday language to talk about size, weight, capacity, position, distance, time, and money.

2. Explore characteristics of everyday objects using mathematical language to describe them.

Physical Development

1. Learn to hold a pencil effectively.
2. Correctly use a range of small tools, like scissors, paint brushes and cutlery.
3. Begin to show accuracy and care when drawing.
4. Progress towards a more fluent style of moving, with developing control and grace.

Personal Social and Emotional Development (PSED)

- **Making relationships**
  1. Form positive bonds with adults and friendships with peers.
  2. Show respect for both their own needs and the needs of the others.
  3. Learn about the similarities and differences between themselves and others.
- **Self-confidence and self-awareness**
  1. To be confident to try new activities.
  2. To know why they like some activities more than others.
  3. Manage their own basic hygiene and personal needs
- **Managing feelings and behaviours**
  1. Learn to manage behaviour by understanding their own feelings and those of others.
  2. Work and play cooperatively and take turns with others

Understanding the World

- **Past and Present (History)**
  1. Talk about the lives of the people around them, for example, family members
  2. Learn about the past by looking at settings, characters, and events in books and stories.
- **People and Communities**
  1. Talk about their immediate environment by using details from what they have seen, discussed, read in fiction and non-fiction texts.
  2. Celebrate the festivals and important dates to know the similarities and differences between cultures.
- **The World (Science)**
  1. Explore the natural world around them, making observations and drawing pictures of animals and plants.
  2. Understand the natural processes and changes around them, for example, change in seasons.

- **Technology**
  1. Learn to represent their own ideas, thoughts and feeling
  2. Recognise that a range of technology is used in homes and schools.

Expressive Arts and Design

- **Exploring and using media and materials**
    1. Make use of props and materials when role playing characters.
    2. Share their creations, explaining it to others.
    3. Experiment with colour, design, and texture.

- **Being imaginative**
    1. Sing a range of well-known nursery rhymes and songs.
    2. Perform songs, rhymes, poems, and stories with others (where appropriate with actions).
    3. To create, modify and recount a story with peers and their teachers.

German as a foreign language

- **Listening**
  Understand globally what is heard and show understanding through reactions and/or participation.

- **Speaking**
  1. repeat simple expressions with good pronunciation in response to prompts and/or speak short phrases independently.
  2. take part in short songs and (role)plays.