



Leigh C of E Academy Curriculum Handbook



Reception

Personal, Social and Emotional Development:

Self-Regulation	
• I am learning to talk about my own and others' feelings	Children will be supported and guided in how to manage their feelings. Routines, behaviour expectations and reward systems are consistent and embedded from day one. Children will learn: • What emotions look like in others • My own and others behaviour has consequences • Sometimes I have to wait for what I want
• I am learning to talk about how my actions can affect others	
• I am learning to talk about my own and others' behaviour and how this can affect others	
• I am learning to follow the rules	
• I am learning to change my behaviour to suit the situation	
• I am learning to accept changes in routine	
• I am learning to attend to more than one thing at a time	
• I am learning to follow instructions involving several ideas	
• Listen and respond appropriately to adults and their peers.	
Early Learning Goal	
• Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or	

Managing Self	
• I am learning to do things without help	Building independence, resilience and confidence is at the heart of the curriculum. Children will learn: • The rules to help me keep safe • The difference between right and wrong • What is fair and unfair • Different situations require different behaviours • There are consequences for my actions • Which foods are healthy, and which are unhealthy • How to keep myself safe • How to wash my hands to protect myself and others from germs • The sequence of dressing and undressing
• I am learning to tackle a challenge	
• I am learning to persist	
• I am learning to try different ways to do things	
• I am learning to take risks	
• I am learning to be resilient	
• I am learning to talk about the reasons for rules	
• I am learning to talk about what is right and wrong	
• I am learning to follow the rules independently	
• I am learning to manage my own personal hygiene needs	
• I am learning to dress and undress independently	
• I am learning to talk about why making healthy food choices is important	

Early Learning Goal	
• Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Children explain the reasons for rules, know right from wrong and try to behave accordingly. • They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

Building Relationships	
• I am learning to listen to what other people say	Positive relationships are encouraged and promoted throughout the timetable. Sharing, turn-taking and respect for one another form the foundations of our interactions. Children will learn: • How to share and take turns • What makes a good friend • We are all unique • The characteristics of bullying
• I am learning to find ways to resolve conflicts	
• I am learning to play co-operatively	
• I am learning to share and take turns	
• I am learning to take account of and include other people's ideas	
• I am learning to think about how other people feel when I make decisions and choices	
Early Learning Goal	
• Children work and play co-operatively and take turns with others. • Children form positive attachments to adults and friendships with peers. • Children show sensitivity to their own and to others' needs	

Communication & Language:

Listening, Attention & Understanding	
• I am learning to listen attentively in different situations	Communication will be encouraged and enhanced throughout the curriculum. Children will have daily opportunities to speak and develop their speaking skills. Children will learn: • Words carry meaning • The meaning of different words • The rules of conversation • Which words start a question • Story telling vocabulary • How to use my voice in different ways e.g. intonation, volume, projection
• I am learning to listen for longer periods of time	
• I am learning to initiate and maintain a conversation	
• I am learning to answer 'how' and 'why' questions	
• I am learning to listen and respond to others' talk	
• I am learning to follow more complex instructions that involve several ideas or actions	
• I am learning to make comments about what I have heard	
• I am learning to follow a story without visual clues	
• I am learning to ask questions about the stories that I have listened to	
• I am learning to make sensible suggestions about what might happen next in a story	
Early Learning Goal	
• Children listen attentively 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. • Children make comments about what they have heard and ask questions to clarify their understanding. • Children hold conversation when engaged in back and forth, exchanges with their teachers and peers.	

Speaking	
• I am learning to use new vocabulary in different contexts	Communication will be encouraged and enhanced throughout the curriculum. Children will have daily opportunities to speak and develop their speaking skills. Children will learn: • Words carry meaning • The meaning of different words • Different words can mean the same thing • Some words can have more than one meaning • Adjectives describe nouns • Nouns are objects • Verbs are action words • Plurals mean more than one • Pronouns are used instead of people's names • The present tense describes what is happening now • The past tense describes what has already happened • The future tense describes what is going to happen • The rules of conversation • Which words start a question • Story telling vocabulary • How to use my voice
• I am learning to talk about what I am thinking	
• I am learning to describe and explain my ideas	
• I am learning to express my opinions	
• I am learning to give reasons	
• I am learning to talk about my feelings	
• I am learning to talk about a series of events in sequence	
• I am learning to talk about a series of ideas	
• I am learning to tell stories orally	
• I am learning to be fluent and coherent when I talk to others	
• I am learning to adapt my talk in response to the listener	
• I am learning to use correct tenses in my talk	
• I am learning to use conjunctions in my talk	
Early Learning Goal	
• Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. • Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Children express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	

Physical Development:

Gross Motor Skills	
• I am learning to move in different ways in a coordinated way	Weekly PE program led by PE instructor. Activities will be provided throughout the year during continuous provision to enhance gross motor skills. These activities and equipment provided will increase in skill level each term. Tasks will link to other areas of learning and be part of the daily continuous provision. Children will learn: • Core strength helps me to balance and use my limbs independently • Big muscles need to be strong to support the smaller muscles in my body • Exercise will build my strength and stamina • I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet • Crossing the midline helps both sides of my brain to connect • Both sides of my body need to work together in a coordinated way
• I am learning to use my spatial awareness to avoid obstacles	
• I am learning to travel around, under, over and through equipment	
• I am learning to co-ordinate both sides of my body to do different things	
• I am learning to develop my hand eye coordination	
• I am learning to throw, catch and kick with accuracy	
• I am learning to build my strength and stamina	
Early Learning Goal	
• Children negotiate space and obstacles safely, with consideration for themselves and others. • Children demonstrate strength, balance and co-ordination when playing. • Children move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	

Fine Motor Skills	
• I am learning to handle equipment and writing tools with dexterity	Activities will be provided throughout the year to enhance fine motor skills. These activities will increase in skill level each term. Tasks will link to other areas of learning and be part of the daily continuous provision. Children will learn: • I have fingers and thumbs and that they can each work separately • My wrists and fingers need to be strong to manipulate small tools and objects • Which fingers form a pincer grip • Which fingers form a tripod grip
• I am learning to use anti-clockwise movements in my drawing and writing	
• I am learning to retrace vertical lines in my drawing and writing	
• I am learning to draw intersecting lines and simple shapes	
• I am learning to draw a representation of myself to include a head, body and limbs	
• I am learning to consistently use a tripod grip to control writing tools	
• I am learning to form recognisable letters	
• I am learning to form my letters correctly	
Early Learning Goal	
• Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Children use a range of small tools, including scissors, paint brushes and cutlery. • Children begin to show accuracy and care when drawing.	

Literacy:

Reading	
• I am learning to recall a sequence of sounds	RWI Phonics program begins week 1 of the Autumn term- chd grouped according to ability and assessed at end of each half-term. Ditty books are introduced in RWI sessions as soon as enough sounds have been taught, this provides daily reading practise. Reading books sent home end of week 2 of Autumn term, linking to RWI sound knowledge. Children are heard read at least once per week by class teacher or TA
• I am learning to continue a rhyming string	
• I am learning to copy a simple rhythm	
• I am learning to hear and say initial sounds in words	
• I am learning to identify initial, middle and end sounds	
• I am learning to segment sounds in simple words and blend them together	
• I am learning which letter shapes represent sounds	
• I am learning the names and sounds of letters of the alphabet	
• I am learning to link graphemes to phonemes • I am learning to read and understand simple sentences	
• I am learning to read some common irregular words	
Early Learning Goal	
• Children say a sound for each letter in the alphabet and at least 10 digraphs.	

- Children read words consistent with their phonic knowledge by sound-blending.
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- I am learning to represent sounds with letter shapes
- I am learning to write the same number of words on my paper as in my spoken sentence
- I am learning to write sounds in the correct sequence to spell words
- I am learning to form lower case and upper-case letters correctly
- I am learning to write my own name in full
- I am learning to write labels and captions
- I am learning to write simple sentences
- I am learning to spell words phonetically in my writing
- I am learning to write regular and irregular common words
- I am learning to use some full stops and capital letters in my writing

RWI Phonics program begins week 1 of the Autumn term-children are grouped according to ability and assessed at end of each half-term. Children write daily during RWI session-starting with sound practise, building to sentences.

Writing is promoted during continuous provision, linked to the sounds taught in RWI & theme. Weekly adult-led literacy activity linked to theme.

Weekly Letter sound practise homework.

Spelling tests from January- CVC/CCVC/CVCC & red words.

Early Learning Goal

- Children write recognisable letters, most of which are correctly formed.
- Children spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Children write simple phrases and sentences that can be read by others.

Comprehension	
• I am learning to retell familiar stories	Through daily reading in RWI, individual weekly reading and daily story time in class, children will learn: • How to handle books • Words carry meaning • The meaning of different words • Some words can have more than one meaning • Story telling vocabulary • Stories have a beginning, middle and an end • The job of an author • The job of an illustrator • The title is what the book is called • The blurb is a summary of the book • Which books I like, and which books I dislike • Books are grouped into different genres • Fiction books tell stories • Non-fiction books provide information • The difference between fiction and non-fiction texts
• I am learning to discuss my views and ideas about the stories I have heard	
• I am learning to anticipate key events in a story or rhyme	
• I am learning to use vocabulary from texts in a range of different contexts	
• I am learning to make up my own endings to stories	
• I am learning to make up my own endings to stories	
• I am learning to talk about settings, events and characters	
• I am learning to tell stories orally using vocabulary from books I have had read to me	
• I am learning to listen more attentively to stories	
Early learning Goal	
• Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Children anticipate - where appropriate - key events in stories. • Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

Maths:

Number	
• I am learning to count actions and objects which cannot be moved	Maths is taught daily using the Maths No Problem mastery program. The children receive whole group input each day, followed by small group adult led sessions. The area of Maths taught each week is
• I am learning to count out objects from a large group	
• I am learning to select the correct numeral to represent the number of objects in a set	
• I am learning to read numerals	
• I am learning to estimate how many objects I can see and check by counting	

• I am learning to identify smaller numbers within a larger number • I am learning to partition a number • I am learning to add two single digit numbers together • I am learning to take away two single digit numbers • I am learning to count two groups together to find the total • I am learning to use the right mathematical language when adding and taking away • I am learning to recall number bonds • I am learning to recall double of a number • I am learning to use number facts to solve mathematical problems	represented in continuous provision, allowing the children to practise skills independently. <u>Autumn</u> Numbers to 5 Sorting Comparing groups within 5 Change within 5 <u>Spring</u> Number bonds within 5 Numbers to 10 Comparing numbers within 10 Addition to 10 Number bonds to 10 <u>Summer</u> Counting on and counting back Numbers to 20 Numerical patterns
Early Learning Goal	
• Children have a deep understanding of number to 10, including the composition of each number. • Children subitise (recognise quantities without counting) up to 5. • Children automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.	

Numerical Patterns	
• I am learning to count beyond 10 • I am learning to count on • I am learning to count back • I am learning to read numerals • I am learning to sequence numerals • I am learning to use mathematical language to compare two sets of objects • I am learning to identify how many more there are when comparing amounts • I am learning to identify how many less there are when comparing amounts • I am learning to spot patterns in numbers and talk about them • I am learning to represent patterns in numbers • I am learning to identify odd and even numbers • I am learning to count in multiples	Maths is taught daily using the Maths No Problem mastery program. The children receive whole group input each day, followed by small group adult led sessions. The area of Maths taught each week is represented in continuous provision, allowing the children to practise skills independently. <u>Autumn</u> Time-My day

• I am learning to recall double of a number	<u>Spring</u> Spatial awareness 3D shapes 2D shapes <u>Summer</u> Exploring & making patterns Measure- Length, height and distance Weight Volume and capacity
• I am learning to share a set of objects	
• I am learning to split a group in half	
• I am learning that doubling is two sets of the same number	
• I am learning to use number facts to solve mathematical problems	
• I am learning to form numerals correctly	
Early Learning Goal	
• Children verbally count beyond 20, recognising the pattern of the counting system	
• Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
• Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

Understanding The world:

History-Past & Present	
• I am learning to describe jobs people do and why they are important	Throughout the year children will learn the passing of time, a sense of identity and about historical events and figures connected to our themes. They will learn how to compare the past and the present through encountering events and people in storytelling in class. They will develop their skills in talking about significant events in their life and the lives of people around them.
• I am learning to talk about how people lived in the past	
• I am learning to talk about the similarities between things in the past and things now	
• I am learning to talk about the differences between things in the past and things now	
• I am learning to talk about significant people and events in the past	
• I am learning to sequence some significant historical events	
Early Learning Goal	
• Children talk about the lives of the people around them and their roles in society.	
• Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	

- Children understand the past through settings, characters and events encountered in books read in class and storytelling.

Geography- People, Cultural & Community

• I am learning to describe features of my immediate environment in detail

• I am learning to use maps of my immediate environment to find out more about it

• I am learning to use maps and non-fiction texts to find out about other countries

• I am learning to describe life in different countries

• I am learning to compare living in this country to living in another country

• I am learning to compare similarities and differences between different religions and cultures

Throughout the year children will learn about their immediate and wider environment as we work through themes including Ourselves, Habitats and Under the Sea. As we celebrate festivals from around the world, they will become aware of life in other countries as well as how we could travel there. Through discussion, children will learn how to compare similarities and differences between, people, place, and culture.

Early Learning Goal

- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

Science- The Natural World

• I am learning to look closely at the natural world and record my observations through drawing

• I am learning to describe the natural world using my senses

• I am learning to look closely and notice how some things are the same and some are different

• I am learning to talk about similarities and differences

Throughout the year, children will learn about living things, materials, and changes. These will link to themes including Ourselves, Light & Dark, People Who Help Us, Growth, Habitats & Under the Sea. Children

• I am learning to describe the features of different environments	will participate in experiments to develop their skills of observation as well as making predictions.
• I am learning to compare different environments	
• I am learning to describe the features of plants and animals	
• I am learning to give reasons for changes that I notice	
• I am learning to describe and compare the seasons	
• I am learning to talk about how the seasons effect the natural world	
• I am learning to talk about ways to look after the natural world	
Early Learning Goal	
• Children explore the natural world around them, making observations and drawing pictures of animals and plants.	
• Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
• Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	

Expressive Arts & Design:

Expressive Arts & Design:

Art	
• I am learning to combine different lines and shapes in my drawings	Children will be introduced to colour, lines, shape, form & texture. They will explore famous artists and their techniques and carry out specific projects based on these. The workshops, both indoors and out are always available and well-stocked to enable children to choose materials and use their imagination during continuous provision, as well as take part in specific art missions throughout the year.
• I am learning to draw a person with a head, body, arms, legs, and facial features	
• I am learning to create different textures in my creations	
• I am learning to combine different media and materials to create different effects	
• I am learning to experiment with a range of tools, safely, to create different effects	
• I am learning to explore and experiment with different techniques	
• I am learning to create 3D representations in different ways using different media	
• I am learning to mould and sculpt with malleable materials	
• I am learning to extend my role play by using different props and materials	
• I am learning to describe and explain the processes I have used in my	
Early Learning Goal	
• Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.	
• Children share their creations, explaining the process they have used.	
• Children make use of props and materials when role playing characters in narratives and stories.	

Design Technology

• I am learning to choose the most appropriate materials for my task	Children will have ample opportunity to develop their skills through continuous provision as well as participating in specific projects. The workshops, indoors & out are always available and stocked with materials and resources. There are construction areas where the equipment is changed regularly, building on the children's skills throughout the year. Children will learn- • Designs need to be thought about and planned • Designs can be changed and modified • The properties and uses of different materials • What different tools can be used for
• I am learning to manipulate materials in different ways	
• I am learning to choose the most appropriate tool for a task	
• I am learning to join materials in different ways	
• I am learning to make structures strong and stable	
• I am learning to plan before I make	
• I am learning to talk about my design	
• I am learning to change and modify my designs when necessary	
• I am learning to solve problems	
• I am learning to be resilient when things go wrong	
• I am learning to take risks	
• I am learning to learn from my mistakes	
Early Learning Goal	
• Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. • Children share their creations, explaining the process they have used. • Children make use of props and materials when role playing characters in narratives and stories	

Music	
• I am learning to play tuned and untuned instruments	We follow the Charanga music program through weekly sessions. Music is used throughout the year, linking to our theme. Children will learn- • The names of different untuned and tuned instruments • How to play different untuned and tuned instruments • Untuned and tuned instruments make different sounds • How musical notes are represented • What a conductor does • The words to different songs
• I am learning to sing new songs and rhymes • I am learning to compose and adapt songs	
• I am learning to compose and adapt music	
• I am learning to match the pitch and follow the melody of a song	
• I am learning to express my feelings and ideas through music	
• I am learning to talk about how different music makes me feel	
• I am learning to express my opinions about different types of music	
• I am learning to perform individually and, in a group,	
Early Learning Goal	
• Children invent, adapt and recount narratives and stories with peers and their teacher • Children sing a range of well-known nursery rhymes and songs	

- Children perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.

Dance	
• I am learning to move in different ways and different directions	Throughout the year children will participate in song, rhyme, and music from a variety of genres and cultures. These will link to other areas of learning and themes being followed. Children will learn- • All my body parts are separate but connected • My body parts can be moved in different ways • Where I am in relation to other people and other things
• I am learning to transfer my weight from one body part to another	
• I am learning to move in time to music	
• I am learning to create sequences of movements	
• I am learning different dance moves	
• I am learning to experiment with different dance techniques	
• I am learning to create and adapt my own dances	
• I am learning to express myself through dance	
• I am learning to perform individually and, in a group,	
Early Learning Goal	
• Children invent, adapt and recount narratives and stories with peers and their teacher • Children sing a range of well-known nursery rhymes and songs • Children perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.	