



The Meadow Community Primary School

Curriculum Coverage - Reception Year

Personal, Social and Emotional Development	
Making relationships	Children have been learning how to play with others. They have played a variety of indoor and outdoor games practising their turn taking and sharing skills. They have taken part in team building activities which require use of their problem solving skills and which encourage them to resolve conflicts by finding a compromise.
Self-confidence and self-awareness	Children have been encouraged to talk about themselves, their home life and their community in positive terms recognising similarities and differences with others and celebrating them. They have developed their confidence when engaging in conversations with others and have practised speaking about their own needs, wants, interests and opinions.
Managing feelings and behaviour	Children have taken part in a variety of activities which explore their feelings and behaviour. They have listened to stories with moral dilemmas and discussed how they would resolve the dilemma best. They have developed their ability to talk about their feelings and express themselves in an appropriate manner. They have developed their ability to understand how their actions affect others.
Communication and Language	
Listening and attention	Children have developed their listening skills by listening to a wide variety of stories, poems and songs. They have joined in with many rhymes and songs too and developed their ability to discuss what they have heard by answering relevant questions and offering their opinions. As the year has progressed they have developed their ability to maintain their attention and concentrate for longer periods of time by engaging in more challenging and lengthy activities.
Understanding	Children have practised following instructions in a variety of forms. For example, following clues on a treasure hunt or following a recipe to bake a cake. Whilst listening to and reading stories, they have been asked to answer 'how' and 'why' questions and explain their thoughts in increasing depth and detail. As the year has progressed they have been exposed to longer stories which contain less pictures to encourage their imagination.
Speaking	Children have been encouraged to talk about past events in their lives in increasing detail and depth. For example, discussing what they did with the class bear on their weekend. They have been encouraged to extend their vocabulary by learning the meaning to new words relating to the various topics covered this year. They have been encouraged to ask a variety of questions to aid their learning further.



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Physical Development	
Moving and handling	Children have taken part in a variety of physically active based sessions including wake and shake, gymnastics, dance, games and apparatus. They have developed their ability to travel confidently in spaces without bumping into others and when negotiating apparatus. They have practised using a variety of sports equipment too including bats, balls and skipping ropes. They have also practised handling smaller tools including scissors, paintbrushes and pencils with increasing accuracy.
Health and self-care	Children have practised dressing and undressing independently during PE sessions, when preparing to go outdoors and when using the dressing up clothes. They have discussed what it means to be healthy and what we can do to stay healthy and have developed their understanding for the need for safety when tackling new challenges.

Literacy	
Reading	Children have read a variety of stories, poems and information books both in small group sessions and one to one with an adult. They have been encouraged to use their knowledge of letters and their sounds to decode simple words and therefore read simple sentences. They have also been encouraged to use other cues to help them understand a story including looking at pictures and reading past an unknown word and returning to it at the end of a sentence. They have been encouraged to talk about the book they are reading offering their opinions and answering simple questions about it. They have developed their ability to recognise rhyme and alliteration through the stories, rhymes and poems they have read.
Writing	Children have practised writing in a variety of forms including labels, captions and short sentences using their knowledge of letters and sounds to spell unfamiliar words. They have been encouraged to extend their sentences using linking words (because/and) and by including 'wow' words. They have developed their ability to write clearly identifiable letters through the use of a PenPals handwriting booklet.

Mathematics	
Numbers	Children have developed their ability to count objects, read, write and order numbers up to 20. They have played a variety of mathematical games to further develop this knowledge. They have practised finding one more or one less than a number up to 20 and used these numbers to solve simple problems involving addition, subtraction, doubling, halving and sharing explaining how they solved the problem. Towards the end of the year, they have been counting with, recognising, ordering and writing numbers beyond 20.
Shape, space and measures	Children have learnt the names of simple 2d and 3d shapes and practised describing them using simple mathematical terms. They have developed their ability to order objects based on their height, weight, length or how much water they hold (capacity) and have begun to use simple units to measure them. They have practised using simple units of time and money in real life situations. They have made repeating patterns and talked about them describing what happens in the pattern and what will happen next. They have also used all of the above to solve simple mathematical problems.



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Understanding the World	
People and Communities	<p>This year the children have developed their understanding of the world through the following themes: harvest and autumn, celebrations such as Diwali, Bonfire Night, Christmas and Chinese New Year, space, spring and life cycles, knights and castles and people who help us.</p> <p>Children have explored how people celebrate different special occasions throughout the world and how this might be different or similar to how they celebrate special occasions. They have thought about people within their communities focussing on their roles and how they may help them - in particular police, fire and health services.</p>
The World	<p>Children have looked closely at the world around them and developed their ability to make simple observations about it. For example, following the life cycle of a chicken through the use of an incubator or tending to plants as they grow in our garden. They have talked about changes in their environment focussing on what happens in the different seasons of the year and the differences between day and night.</p>
Technology	<p>Children have thought about the different types of technology they use at school and at home and how they may operate it. They have used a wide variety of technology to further their learning including digital cameras, laptops, iPads and PCs. They have practised selecting and using different applications and programmes on computing devices to complete tasks including drawing pictures, writing sentences and creating blogs. They have also developed their ability to use a keyboard focussing on the location of letters, the space bar, shift key and full stop. They have practised opening, closing and saving files on a PC too.</p>

Expressive Art and Design	
Exploring and using media and materials	<p>Children have listened to a variety of different music from different countries, genres and eras. They have learnt how to express their thoughts about music by making movements using their bodies or talking about how the music makes them feel. They have used a variety of instruments to make music themselves and explored how sounds can be changed using these instruments. They have joined in with dancing and ring games and singing familiar songs using given actions. They have created a variety of different objects using different materials including paint, junk modelling, Lego and large outdoor apparatus including rockets, shields, cards and a house for the three little pigs.</p>
Being imaginative	<p>Children have engaged in a variety of role play linked to the topics covered. For example, trips to the moon, running a Chinese restaurant and dealing with criminals at the police station! They have been encouraged to use the theatre to act out the main events in stories being covered taking on different roles within the stories. For example, the giant in Jack and the Beanstalk or the fox in The Gingerbread Man. They have been encouraged to use their imagination in other areas of the curriculum including design and technology, art, music, dance, role play and literacy.</p>