



## Reception Schemes of Work (Hillel Park School)

As Reception is the transition year from nursery (emphasis on free play/ less structured) to Year 1 (structured lessons), a hybrid format of teaching and learning that reflects both these year groups has been designed to support a successful transition whilst maintaining good to outstanding progress. The **foundation subjects** (English, Maths and PSED) have been included in great detail as they are the building blocks and then the **supplementary subjects** (IT, History/Geography, Science, Art and P.E) feature topics studied and focussed on throughout the year, mostly contributing to the development of the core subjects. All subjects are teacher assessed and reports are produced on a termly basis. Each student will be allocated a reading record, a spelling and phonetics book, a maths workbook and PSED folder, where they can capture their learning, teachers can assess and mark and give guidance and parents can review during key parent meetings/reports (3 times) in the academic year.

### Autumn 1

#### Prime Developmental Areas

1. Personal, social and emotional development
  - To show interest in others play.
  - To separate from main carer with support and encouragement from a familiar adult.
  - To ask for help from familiar adults when needed.
  - To understand and cooperate with some boundaries and routines.
  - To be able to talk about their feelings using words like happy', 'sad', 'angry' or 'worried'.
  - To be able to take turns and share resources, sometimes with support from others.
  - To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. SEAL / SEAD: New Beginnings
2. Physical development
  - To show control in holding and using jugs to pour, hammers, books and mark-making tools.
  - To develop the skills for lining up and queuing
  - To use a range of tools competently, safely and confidently.
  - To develop confidence in engaging in physical activities.
  - To be able to copy some letters, e.g. letters from their name.
  - To be able to use scissors safely and with good control.
3. Communication and language
  - To be able to learn new words very rapidly and to use them in communicating.
  - To understand how to listen carefully and why listening is important.
  - To be able to use full sentences when communicating.
  - To be able to use descriptive language when talking about stories or events in detail.
  - To understand that stories have a beginning, middle and end.
  - To respond to simple instructions, e.g. to get or put away an object.

#### Specific Subject Areas

1. Literacy
  - To be able to distinguish between print and picture.
  - To be able to hear initial sound in words.
  - To be able to hear last sound in words.
  - To engage in oral blending and segmenting.
  - To begin to read and write simple CVC words.

- To be able to write and recognise own name. Library visits
- 2. Mathematics
  - To use some number names and number language spontaneously.
  - To use some number names accurately in play.
  - To recite numbers in order to 10.
  - To know that numbers identify how many objects are in a set.
  - To represent numbers using fingers marks on paper or pictures.
  - To match numeral and quantity correctly.
  - To be able to sort by size: big medium size, small
- 3. Understanding the world
  - To show interest in the lives of people who are familiar to them.
  - To remember and talk about significant events in their own experience.
  - To recognise and describe special times or events for family or friends.
  - To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
  - To understand daily routine.
- 4. Expressive Art and Design
  - Sings a few familiar songs.
  - Beginning to move rhythmically.
  - Imitates movement in response to music.
  - Taps out simple repeated rhythms.
  - Explores and learns how sounds can be changed.

## Autumn 2

### **Prime Developmental Areas**

1. Personal, social and emotional development
  - To engage in others play.
  - To be able to take turns and share resources, independently.
  - To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
  - To be able to find solutions to conflicts and rivalries.
  - To increasingly follow rules, understanding why they are important. SEAL / SEAD: New Beginnings
2. Physical development
  - To develop confidence in engaging in physical activities.
  - To be able to copy letters, e.g. letters from their name.
  - To be able to use scissors safely and with good control.
  - To revise movement skills such as hopping, rolling, skipping, crawling
  - To show awareness of their surroundings when using tricycles
  - To use a comfortable grip with good control when holding pens and pencils.
3. Communication and language
  - To be able to use new words when communicating.
  - To be able to use full sentences when communicating.
  - To use descriptive language when talking about stories or events in detail.
  - To understand story structure and identify beginning, middle and end.
  - To begin to articulate their ideas and thoughts in well-formed sentences.

### **Specific Subject Areas**

1. Literacy
  - To be able to hear initial sound in words.
  - To be able to hear last sound in words.

- To be able to blend and segment CVC words orally.
- To begin to read and write simple CVC words.
- To write own name independently.
- Library visits
- 2. Mathematics
  - To understand the 'one more than/one less than' relationship between consecutive numbers.
  - To explore the composition of numbers to 5.
  - To automatically recall number bonds for numbers 0–5. To be able to subitise numbers to 5.
  - To beginning to use language related to capacity (full, nearly full, half-full, half-empty, nearly empty, empty)
- 3. Understanding the world
  - To be able to talk about and compare transport from the past.
  - To recognise that people have different beliefs and celebrate special times in different ways.
  - To understand the changes in seasons.
  - To recognise some environments that are different to the one in which they live.
- 4. Expressive Art and Design
  - To explore colour and colour mixing.
  - Show different emotions in their drawings – happiness, sadness, fear etc.
  - To develop storylines in their pretend play.
  - To listen attentively, move to and talk about music, expressing their feelings and responses.
  - To be able to design and make a futuristic model of a transport.

## Spring 1

### **Prime Developmental Areas**

1. Communication and language
  - To use descriptive language when talking about stories or events in detail.
  - To use story structure to retell beginning, middle and end of a story.
  - To begin to articulate their ideas and thoughts in well-formed sentences.
  - To develop social phrases.
  - To recognise rhyming words in stories.
  - To make our own rhyming words.
2. Personal, social and emotional development
  - To engage in others play and respect others perspectives.
  - To take turns and share resources, independently.
  - To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
  - To show resilience and perseverance in the face of challenge.
  - To value ourselves as individuals.
  - To identify our own feelings socially and emotionally.
3. Physical development
  - To form letters correctly.
  - To revise movement skills such as hopping, rolling, skipping, crawling
  - To show awareness of their surroundings when using tricycles.
  - To use a comfortable grip with good control when holding pens and pencils.
  - To continue developing fundamental movement skills such as crawling, skipping and jumping.
  - To use different body movements to move like animals from the story.

### **Specific Subject Areas**

1. Literacy
  - To hear initial sound in words.

- To hear last sound in words.
  - To blend and segment CVC words orally.
  - To read and write simple CVC words.
  - To begin to write simple sentences.
  - To hear all the letter sounds in words.
  - Library visits
2. Mathematics
- To understand the 'one more than/one less than' relationship between consecutive numbers.
  - To show the composition of numbers to 5.
  - To automatically recall number bonds for numbers 0–5.
  - To use 10 frames to represent numbers. To subitise numbers to 5.
  - To beginning to use language related to capacity (full, nearly full, half-full, half-empty, nearly empty, empty)
  - To explore the value of money.
3. Understanding the world
- To recognise that people have different beliefs and celebrate special times in different ways.
  - To talk about different animals and their habitats.
  - To talk about the physical differences in animals and their movements.
  - To create a map about the setting in a story.
  - To understand the need to respect and care for the natural environment and all living things.
4. Expressive Art and Design
- To explore colour mixing.
  - To use storylines in their pretend play.
  - To listen attentively, move to and talk about music, expressing their feelings and responses.
  - To design different habitats.
  - To use musical instruments to reproduce animal sounds.

## Spring 2

### **Prime Developmental Areas**

1. Communication and language
  - To ask relevant questions about life cycles and plants growth.
  - To use talk to help work out problems, organise their thinking and take part in activities.
  - To articulate our ideas and thoughts in well-formed sentences.
  - To use more complex words related to growth and change.
  - To think about the meanings of words, such as describing the meaning of simple words or asking what a new word means.
2. Personal, social and emotional development
  - To manage our own needs more independently.
  - To talk about the feelings of the characters in the story.
  - To talk about the behaviour of the characters in the story and how these affect others.
  - To talk about own feeling using words such as upset, positive, unhappy, calm, caring, nervous and cross.
3. Physical development
  - To use a comfortable grip with good control when holding pens and pencils.
  - To continue developing a range of ball skills including throwing and catching.
  - To develop the overall body strength, co-ordination, balance and agility in activities such as yoga and gymnastics.
  - To talk about healthy eating when discussing the story 'The Very Hungry Caterpillar

## Specific Subject Areas

1. Literacy
  - To hear all the letter sounds in words.
  - To blend and segment CVC words orally.
  - To read and write simple CVC words.
  - To begin to read simple sentences and phrases.
  - To begin to write simple sentences
  - . To use tricky words I, the, a, no, go in our writing.
2. Mathematics
  - To recognise and use mathematical vocabulary to describe 2D and 3D shapes.
  - To begin to explore the composition of numbers to 10.
  - To begin recall number bonds for numbers 0–10.
  - To use 10 frames to represent numbers.
  - To introduce addition of numbers to 10, combining two groups to find the whole.
3. Understanding the world
  - To explain the life cycle of a butterfly.
  - To identify farm baby animals.
  - To talk about a new season (Spring) and the changes in the natural world.
  - To understand the Christians celebration of Easter.
  - To observe and talk about changes in plants and what they need to grow.
4. Expressive Art and Design
  - To express our feelings when listening to different music.
  - To use different materials to create our pictures.
  - To use storylines in role play.
  - To use different construction kits to create more complex 'small worlds'.

## Summer 1

### Prime Developmental Areas

1. Communication and language
  - To use language to imagine and recreate roles and experiences in play situation
  - To use new vocabulary through their play
  - To describe events in some detail
  - To engage in storylines
2. Personal, social and emotional development
  - To work as part of a group or class and understand and follow the rules.
  - To explain own knowledge and understanding and asks appropriate questions of others – topic relevant.
  - To negotiate and solve problems without aggression, e.g. when someone has taken their toy.
  - To show confidence in speaking to others about their learning and interest
3. Physical development
  - To use a pencil grip with good control
  - To be confident in using large apparatus
  - To use scissors confidently and safely

## Specific Subject Areas

1. Literacy
  - To follow a story without pictures of props
  - To read longer sentences and beginning to read red banded books

- To use their phonics knowledge in writing about their favourite superheroes
- To recognise phase 3 letter sounds
- To discuss their favourite books and explain why ?
- 2. Mathematics
  - To explore repeating pattern
  - To understand the composition of numbers to 10.
  - To recall number bonds for numbers 0–5 To use 10 frames to represent numbers.
  - To solve problems involving prediction of capacity
- 3. Understanding the world
  - To explain what their five senses are
  - To explore and talks about forces ( push and pull)
  - To use maps to locate objects
  - To talk about people in our communities for example doctor, fireman
  - To identify emergency situations and knows who to call
- 4. Expressive Art and Design
  - To select appropriate resources where they feel this is necessary
  - To know how to use a wide variety of instruments
  - To draw with details
  - To mix primary colours to make secondary colours.

## Summer 2

### **Prime Developmental Areas:**

1. Communication and language
  - To be able to re-tell short stories they have heard in roughly the right order (beginning, middle, end).
  - To be able to use descriptive language when making up their own stories.
  - To learn more words from our story key vocabulary and what a new word means.
  - To understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'
  - To use talk to take on different roles in imaginative play and to have longer conversations.
2. Personal, social and emotional development
  - To be more conversational and independent in choosing their activities.
  - To show more resilience and perseverance in the face of challenge. To follow rules and understand why they are important.
  - To be able to manage their own feelings.
  - To think about how their own behaviour impacts the feelings of others. To be able to adapt to changes and transition to new environment
3. Physical development
  - To become more confident using a three-finger grasp.
  - To begin to form letters that are the same size.
  - To develop competence in activities involving ball skills (throwing, catching, bouncing, batting).
  - To be able to talk about healthy habits (eating, hygiene, sleep, exercise).

### **Specific Subject Areas**

1. Literacy
  - To confidently blend cvc words and begin to blend cvcc words accurately.
  - To be able to talk about books and authors they like.
  - To be able to write simple sentences with phonetic accuracy.
  - To be able to check their writing by reading it back to themselves. Letters and sounds phase ¾
2. Mathematics
  - To explore halving and sharing.
  - To explore doubling.

- To be confident in comparing numbers to 10.
  - To explore addition and subtraction by counting on and counting back.
  - To begin to explore numbers to 20.
3. Understanding the world
- To begin to compare and contrast environments around the world.
  - To be able to recognise some environments that are different to the one in which they live.
  - To explore the natural world around them (ocean).
  - To be able to explore and program a BeeBot to move in different directions (story map rainbow fish).
4. Expressive Art and Design
- To be able to use a wide variety of instruments.
  - To use imagination to develop own storylines.
  - To use own experiences to develop storylines.
  - To be able to replicate dances and performances.
  - To sing by themselves, matching pitch and following melody.
  - To be able to draw a body and landscapes with more detail.