

## Reception Breadth of Study

Life Skills		
<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
ENGAGEMENT	MOTIVATION	THINKING
<i>Finding out and exploring; playing with what they know; being willing to 'have a go'</i>	<i>Being involved and concentrating; keep trying; enjoying achieving what they set out to do</i>	<i>Having their own ideas; making links; working with ideas</i>

Prime Areas		
<b>Communication and Language</b>	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>
<p>Listening and attention:</p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions.</li> <li>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>Children express themselves effectively, showing awareness of listeners' needs.</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<p>Moving and handling:</p> <ul style="list-style-type: none"> <li>Children show good control and coordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p>Health and self-care:</p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	<p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others.</li> <li>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for</li> <li>their chosen activities.</li> <li>They say when they do or don't need help.</li> </ul> <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> <p>Making relationships:</p> <ul style="list-style-type: none"> <li>Children play cooperatively, taking turns with others.</li> <li>They take account of one another's ideas about how to organise their activity.</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>

Specific Areas	
<b>Literacy</b>	<b>Mathematics</b>
<p>Reading:</p> <ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> <li>They demonstrate understanding when talking with others about what they have read.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> <li>They write simple sentences which can be read by themselves and others.</li> <li>Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p>Numbers:</p> <ul style="list-style-type: none"> <li>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</li> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>They solve problems, including doubling, halving and sharing.</li> </ul> <p>Shape, space and measures:</p> <ul style="list-style-type: none"> <li>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>They recognise, create and describe patterns.</li> <li>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>
<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p>People and communities:</p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p>The world:</p>	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Being imaginative:</p> <ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Computing	Physical Education (PE)	Personal, Social, Health and Economics (PSHE)
<p style="text-align: center;"><b>Curriculum Aims</b></p> <p style="text-align: center;">St. Stephen's pupils are taught Computing by a specialist teacher.</p> <p style="text-align: center;">Please see separate Computing Breadth of Study</p> <p>Pupils should be taught their year group's 'Golden Rule' as well as review the rules from previous years.</p> <p><b>Online Safety Golden Rules:</b></p> <p><b>Reception:</b> I keep my personal information safe.</p> <p><b>Year 1:</b> I know who to trust online.</p> <p><b>Year 2:</b> I know that some things on the internet are dangerous.</p> <p><b>Year 3:</b> I know how to have a positive digital footprint.</p> <p><b>Year 4:</b> I know how to ask for help and report things online that make me uncomfortable.</p> <p><b>Year 5:</b> I have healthy, respectful relationships online.</p> <p><b>Year 6:</b> I know how to be a discerning consumer of information online.</p>	<p style="text-align: center;"><b>Curriculum Aims</b></p> <p style="text-align: center;">St. Stephen's pupils are taught PE by a specialist teacher, as well as their class teacher.</p> <p style="text-align: center;">Please see the separate specialist teacher PE Programme of Study.</p> <p>Class teachers teach the skills below with a particular focus on strength, stamina and balance:</p> <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Space &amp; coordination eg. traffic lights and variations</li> <li>• Team games eg. relay races, cone collecting</li> </ul> <p><u>Athletics Skills</u></p> <ul style="list-style-type: none"> <li>• Consolidate outdoor PE with athletics events. eg. standing long jump, javelin, short sprints, relay</li> <li>• Consolidate outdoor PE with athletics events. eg. standing long jump, javelin, short sprints, relay</li> </ul> <p><u>Over and Under</u></p> <ul style="list-style-type: none"> <li>• Ways to travel</li> </ul>	<p style="text-align: center;"><b>Curriculum Aims</b></p> <p style="text-align: center;">We have selected age appropriate objectives from the Jigsaw Scheme of Work to teach PSHE and Relationships and Health Education (RHE). RHE is also taught across other subjects such as Science, RE and Computing. Jigsaw has six main themes that we use as a guide to deliver PSHE, and when necessary, we address other topics most relevant for our pupils through immersive learning.</p> <p style="text-align: center;">Please see separate PSHE Programme of Study</p>