



Respect for all. Learners for life



# Reception Curriculum



September 2016- July 2017



## Respect for all. Learners for life

Our motto is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school.

### A child at Lister Infant School.....

is respectful of others

enjoys a challenge

is respectful to the environment  
and property

has a love of learning

has good manners

knows how learning fits in to  
the real world.

follow rules

is motivated and confident

is tolerant and challenges stereotypes.

is determined

has secure values and  
beliefs

is responsible

is ambitious

shows respect for themselves





## Respect for all. Learners for life

### A well- educated young person at Lister Infant School ....

is an independent learner  
and decision maker

has a sense of responsibility  
and discipline

is adaptable

has a strong sense of self

is morally and spiritually  
aware

has good relationships  
with adults and peers

is able to operate as part  
of a team.

is literate and a good communicator

is prepared for the challenge  
of society

uses numbers and ICT  
effectively

is tolerant and challenges stereotypes.

is adventurous and willing  
to try new things

is respectful and resilient

co-operates as part of a  
team.

has a sense of well-being and  
can lead a safe, fulfilling and  
healthy life.

has a love of learning





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## Yearly Overview

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic	Amazing Me	Rumble in the Jungle	People Who Help Us	Out and About/ Journeys	Once Upon a Time	Minibeasts
Trip/ Visitors	Local walk & trip to local library  Role play: Baby Clinic Doctor's Surgery	Trip to Chester Zoo  Role play: Zoo Vets	Visitors to school from the community  Role play: Police Station Hospital	Trip to the Museum of Liverpool  Role play: Airport Train Station	Drama workshops  Role play: Castle/Story telling world Cottage	Minibeast Hunt with Richie Ranger  Role play: Garden/Camp Garden Centre

At Lister Infant School, our curriculum is thematic and cross curricular in approach. This develops children's knowledge, skills and understanding and gives them the ability to apply them to all areas of life.

Trips out and visitors are planned, to enhance topics, gain insight from others and build children's interest in a topic.

Throughout the year, special events and extra topics may be incorporated in to the plans to take account of local, national and international agendas and events. Parents will be informed of any changes.

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	Term 1:1 Amazing Me	Term 1:2 Rumble in the Jungle	Term 2:1 People Who Help Us	Term 2:2 Out and About/ Journeys	Term 3:1 Once upon a Time	Term 3:2 Minibeasts
<b>English</b>	Labelling Lists Story Telling: The Little Red Hen	Descriptions Poetry Story Telling: The Enormous Turnip	Non-fiction Letter Writing Instructions Story Telling: The Gingerbread man	Recount Write sentences in meaningful contexts. Story Telling: The Three Billy Goats Gruff	Rhyme and alliteration Story Writing Story Telling: Going for a Song	Report Writing Story Writing Poetry Story Telling: Peter and the Wolf
<b>Mathematics</b>	Number & Counting Sorting & Pattern Data Handling	Number & Counting Sorting & Pattern Measure	Number & Counting Calculation Shapes & Space	Number & Counting Calculations Position	Number & Counting Calculations Shape and Space	Number and Counting Calculations Measure
<b>Science</b>	Learning about the body parts Growth	Features of animals Grouping animals	Sound and Hearing	Forces	Materials	Plants and Animals
<b>Computing</b>	Programmable Toys	Class Computer Programs	Ipod's/Ipad's	Programmable Toys Ipod's/Ipad's Class Computer Programs	Programmable Toys Ipod's/Ipad's Class Computer Programs	Programmable Toys Ipod's/Ipad's Class Computer Programs
<b>History</b>	How I've changed	The Christmas Story	Marie Curie/ Mary Seacole	Marco Polo	Plants and Growth	Plants and Growth
<b>Geography</b>	Where I live Signs of Autumn	Map Work Signs of Winter	My Local Environment	How I travel and come to school Signs of Spring	Routes and Journeys	Map Making Signs of Summer
<b>Art</b>	Portraits and Drawing	Printing and Pattern Colour and Shape	Painting	3D Sculpture	Collage	Observational painting, drawing and sculptures
<b>D.T</b>	Construction Cookery	Construction Cookery	3D Models Cookery	Designing Cookery	Weaving Cookery	Moving models Cookery
<b>RE</b>	Rosh Hashanah (Judaism) Diwali (Hinduism) Eid (Islam) Harvest Festival	Christmas (Christianity) Hanukah (Judaism)	Nirvana (Buddhism)  Chinese New Year	Easter (Christianity)	New Life	Local Church Visit
<b>PSHE</b>	New Beginnings	Getting on & Falling out	Going for Goals	Good to be Me	Relationships	Changes
<b>PE</b>	Dance Gymnastics	Dance Gymnastics	Dance Outdoor Games	Dance Outdoor Games	Dance Athletics	Dance Athletics
<b>French</b>	The Body Parts	Animal Names	People Who Help Us	Transport	PE Skills/Action Games	Minibeasts
<b>Music</b>	Familiar Rhymes and Songs	Festival Songs	Exploring Instruments	Rhythm and Rhyme	Making Instruments	Rhythm and Songs

# Termly Overview

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## Term 1:1

<b>Music</b>	Familiar Rhymes & Songs	Term 1:1
<b>French</b>	The Body Parts	
<b>PE</b>	Dance Gymnastics	
<b>PSHE</b>	New Beginnings	
<b>RE</b>	Rosh Hashanah (Judaism) Diwali (Hinduism) Eid (Islam) Harvest Festival	
<b>DT</b>	Construction Cookery	
<b>Art</b>	Portraits and Drawing	
<b>Geography</b>	Where I live	
<b>History</b>	How I've changed	
<b>Computing</b>	Programmable toys	
<b>Science</b>	Learning about the body parts Growth	
<b>Mathematics</b>	Number & counting Sorting & Pattern Data Handling	
<b>English</b>	Labelling Lists Story Telling: The Little Red Hen	

## Term 1:2

<b>Music</b>	Festival Songs	Term 1:2
<b>French</b>	Animal Names	
<b>PE</b>	Dance Gymnastics	
<b>PSHE</b>	Getting on & Falling out	
<b>RE</b>	Christmas (Christianity) Hanukah (Judaism)	
<b>DT</b>	Construction Cookery	
<b>Art</b>	Printing & Pattern Colour & Shape	
<b>Geography</b>	Map Work Signs of Autumn	
<b>History</b>	The Christmas Story	
<b>Computing</b>	Class Computer Programmes	
<b>Science</b>	Features of animals Grouping animals	
<b>Mathematics</b>	Number & Counting Sorting & Pattern Measure	
<b>English</b>	Descriptions Poetry Story Telling: The Enormous Turnip	

# Termly Overview

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## Term 2:1

<b>Music</b>	Exploring Instruments
<b>French</b>	People Who Help Us
<b>PE</b>	Dance Outdoor Games
<b>PSHE</b>	Going for Goals
<b>RE</b>	Nirvana (Buddhism) Chinese New Year
<b>DT</b>	3D Models Cookery
<b>Art</b>	Painting
<b>Geography</b>	My local environment
<b>History</b>	Marie Curie/ Mary Seacole
<b>Computing</b>	Ipod's/Ipad's
<b>Science</b>	Sound & Hearing
<b>Mathematics</b>	Number & Counting Calculation Shape & Space
<b>English</b>	Non Fiction Letter Writing Instructions Story Telling: The Gingerbread Man
<b>Term 2:1</b>	

## Term 2:2

<b>Music</b>	Rhythm and Rhyme
<b>French</b>	Transport
<b>PE</b>	Dance Outdoor Games
<b>PSHE</b>	Good to be me
<b>RE</b>	Easter (Christianity)
<b>DT</b>	Designing Cookery
<b>Art</b>	3D Sculpture
<b>Geography</b>	How I travel to school Signs of Spring
<b>History</b>	Marco Polo
<b>Computing</b>	Programmable Toys Ipod's/Ipad's Class
<b>Science</b>	Computer Programmes Seasonal Change
<b>Mathematics</b>	Number & Counting Calculation Position
<b>English</b>	Recount Write sentences in meaningful contexts Story Telling: The Three Billy Goats Gruff
<b>Term 2:2</b>	

# Termly Overview

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## Term 3:1

<b>Music</b>	Making Instruments and sound	<b>Term 3:1</b>
<b>French</b>	PE Skills Action Games	
<b>PE</b>	Dance Athletics	
<b>PSHE</b>	Relationships	
<b>RE</b>	New Life	
<b>DT</b>	Weaving Cookery	
<b>Art</b>	Collage	
<b>Geography</b>	Routes and Journeys	
<b>History</b>	Plants & Growth	
<b>Computing</b>	Programmable Toys Ipad's/Ipad's Class Computer Programmes	
<b>Science</b>	Pushes & Pulls	
<b>Mathematics</b>	Number & Counting Calculations Shape & Space	
<b>English</b>	Rhyme & Alliteration Story Writing Story Telling: Going for a song	

## Term 3:2

<b>Music</b>	Rhythm & Songs	<b>Term 3:2</b>
<b>French</b>	Minibeasts	
<b>PE</b>	Dance Athletics	
<b>PSHE</b>	Changes	
<b>RE</b>	Local Church Visit	
<b>DT</b>	Moving models Cookery	
<b>Art</b>	Observational painting, drawing & Sculptures	
<b>Geography</b>	Map Making Signs of Summer	
<b>History</b>	Plants & Growth	
<b>Computing</b>	Programmable Toys Ipad's/Ipad's Class Computer Programmes	
<b>Science</b>	Plants & Animals	
<b>Mathematics</b>	Number & Counting Calculations Measure	
<b>English</b>	Report Writing Story Writing Poetry Story Telling: Peter and the Wolf	



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## Term 1:1

### Reading (30-50 months)

Enjoys rhyming and rhythmic activities.  
Shows awareness of rhyme and alliteration.  
Recognises rhythm in spoken words.  
Listens to and joins in with stories and poems, one-to-one and also in small groups.  
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
Beginning to be aware of the way stories are structured. Suggests how the story might end.  
Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.  
Shows interest in illustrations and print in books and print in the environment.  
Recognises familiar words and signs such as own name and advertising logos.  
Looks at books independently. Handles books carefully.  
Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.  
Knows that print carries meaning and, in English, is read from left to right and top to bottom.

### Writing (30-50 months)

Sometimes gives meaning to marks as they draw and paint  
Ascribes meanings to marks that they see in different places

## Term 1:2

### Reading (40-60 months)

Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
Enjoys an increasing range of books.  
Knows that information can be retrieved from books and computers.

### Writing (40-60 months)

Gives meaning to marks they make as they draw, write and paint.  
Begins to break the flow of speech into words.  
Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
Writes own name and other things such as labels, captions.  
Attempts to write short sentences in meaningful contexts.

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## Term 2:1 & Term 2:2

Throughout term 2:1 and 2:2 we will be working on the following objectives.

### Reading (40-60 months)

Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
Enjoys an increasing range of books.  
Knows that information can be retrieved from books and computers.

### Writing (40-60 months)

Gives meaning to marks they make as they draw, write and paint.  
Begins to break the flow of speech into words.  
Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
Writes own name and other things such as labels, captions.  
Attempts to write short sentences in meaningful contexts.

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**Term 3:1**

**Term 3:2**

## Reading (40-60 months)

Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Begins to read words and simple sentences.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
Enjoys an increasing range of books.  
Knows that information can be retrieved from books and computers.

**Early Learning Goal:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## Writing (40-60 months)

Gives meaning to marks they make as they draw, write and paint.  
Begins to break the flow of speech into words.  
Continues a rhyming string.  
Hears and says the initial sound in words.  
Can segment the sounds in simple words and blend them together.  
Links sounds to letters, naming and sounding the letters of the alphabet.  
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
Writes own name and other things such as labels, captions.  
Attempts to write short sentences in meaningful contexts.

**Early Learning Goal:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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## Term 1:1

### Number (30-50 months)

Uses some number names and number language spontaneously. Uses some number names accurately in play.

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

Sometimes matches numeral and quantity correctly.

Shows curiosity about numbers by offering comments or asking questions.

Compares two groups of objects, saying when they have the same number.

Shows an interest in number problems.

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Shows an interest in numerals in the environment.

Shows an interest in representing numbers.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

## Term 1:2

### Number (40-60 months)

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects.

Counts out up to six objects from a larger group.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations

### Shape Space & Measures (30-50 months)

Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.

Uses shapes appropriately for tasks.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

### Shape Space & Measures (40-60 months)

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.

Can describe their relative position such as 'behind' or 'next to'.

Orders two or three items by length or height. Orders two items by weight or capacity.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time. Beginning to use everyday language related to money.

Orders and sequences familiar events. Measures short periods of time in simple ways.

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## Term 2:1 & Term 2:2

Throughout both Term 2:1 and Term 2:2 we will be working on the following objectives:

### Number (40-60 months)

Recognise some numerals of personal significance.  
Recognises numerals 1 to 5.  
Counts up to three or four objects by saying one number name for each item.  
Counts actions or objects which cannot be moved.  
Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects.  
Counts out up to six objects from a larger group.  
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  
Estimates how many objects they can see and checks by counting them.  
Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  
Says the number that is one more than a given number.  
Finds one more or one less from a group of up to five objects, then ten objects.  
Records, using marks that they can interpret and explain.  
Begins to identify own mathematical problems based on own interests and fascinations

### Shape Space & Measures (40-60 months)

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.  
Can describe their relative position such as 'behind' or 'next to'.  
Orders two or three items by length or height. Orders two items by weight or capacity.  
Uses familiar objects and common shapes to create and recreate patterns and build models.  
Uses everyday language related to time. Beginning to use everyday language related to money.  
Orders and sequences familiar events. Measures short periods of time in simple ways.

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**Term 3:1**   **Term 3:2**

## Number (40-60 months)

Recognise some numerals of personal significance.  
Recognises numerals 1 to 5.  
Counts up to three or four objects by saying one number name for each item.  
Counts actions or objects which cannot be moved.  
Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects.  
Counts out up to six objects from a larger group.  
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  
Estimates how many objects they can see and checks by counting them.  
Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  
Says the number that is one more than a given number.  
Finds one more or one less from a group of up to five objects, then ten objects.  
Records, using marks that they can interpret and explain.  
Begins to identify own mathematical problems based on own interests and fascinations

### **Number**

**Early Learning Goal: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

## Shape Space & Measures (40-60 months)

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.  
Can describe their relative position such as 'behind' or 'next to'.  
Orders two or three items by length or height. Orders two items by weight or capacity.  
Uses familiar objects and common shapes to create and recreate patterns and build models.  
Uses everyday language related to time. Beginning to use everyday language related to money.  
Orders and sequences familiar events. Measures short periods of time in simple ways.

### **Shape, Space and Measure**

**Early Learning Goal: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

## Spiritual, Moral, Social & Cultural Development

**How do we promote the spiritual, moral, social and cultural development of our pupils?**

At Lister Infants, teachers promote SMSC in lots of different ways. Obvious ways are in Religious Education and assemblies, but SMSC can be developed in all subjects and lots of aspects of school life.

These could include:

- English, where children will read a range of different fiction books set in different countries and cultures.
- Maths, where children might look at Diwali and create their own Rangoli patterns or weighing ingredients for making pancakes.
- Science, where values and morals are explored through learning about differences and caring for living things.
- SEAL sessions, where we promote the social and emotional aspects of learning through stories, songs and circle times.

SMSC development is also embedded into our ethos and can be sensed in our day-to-day practices and many of our policies and practices. A key part of the social development of pupils is their acceptance and engagement with British values.

## Promoting British Values at Lister Infant School

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Citizens of the UK are encouraged to:

Respect and obey the law.

Respect the rights of others, including their right to their own opinions.

Treat others with fairness.

Look after themselves and their family.

Look after their area in which they live and the environment.

At Lister Infants we believe our school values, our mission statement, our school motto, as well our enriching curriculum and extra-curricular activities, fully supports these fundamental British values. All these values are explored in a range of individual, class, year group or whole school level and are enhanced by whole school, local, national and international agenda and events.

We are committed to promoting these in the following ways:-

### • Democracy:

Democracy is rife within the school. All children have a voice and are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of their class and the school on matters that directly involve pupils. Pupils also have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The School Council meets regularly and takes part in decision making on a range of topics. The principle of democracy is explored in the curriculum as well as during assemblies and special days.

(eg Election Week) Our school behaviour policy involves rewards which the pupils have contributed to. The school is clear in demonstrating how pupils should contribute, co-operate and consider the needs of others.

### • The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.



## Promoting British Values at Lister Infant School

### • Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, or how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

### • Mutual Respect:

Our school motto- **Respect for all. Learners for life** is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school. Pupils discuss what 'respect' means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

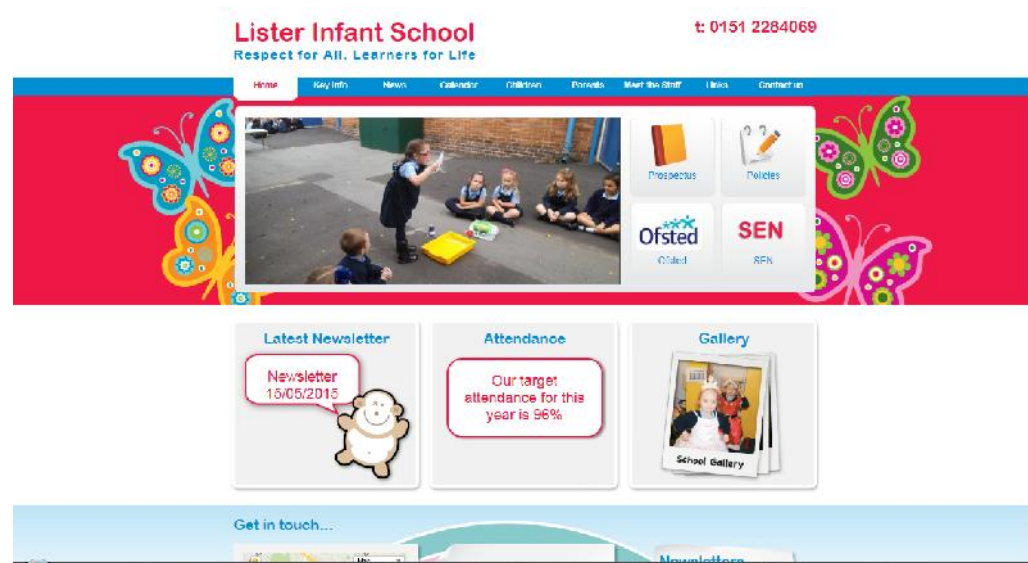
### • Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school is a 'School of Excellence' for French and this is celebrated throughout the year. Languages spoken by our EAL pupils are celebrated within their class and at whole school level. Links and visits are promoted with local faith communities and places of worship, as well as members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Our Curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.

[See our British Values Calendar of Events on the website.](#)

All this information and more can be found on our website

[www.listerinfants.org.uk](http://www.listerinfants.org.uk)



If you require any more guidance or support please do not hesitate to speak to your child's class teacher

Use the links page and homework pages on the website to support your child's learning at home.

NB At Lister Infants we strive to include children in National and International events throughout the year to complement our curriculum and enhance it. Parents will be informed of these events as they are planned.