

Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Once upon a time</u> (Traditional tales and modern classics)	<u>Marvellous Me</u> (all about me, celebrations, families)	<u>Help! Help!</u> (real life superheroes in our community and in history)	<u>Out of this world</u> (space, aliens and dinosaurs)	<u>Big, Bigger, Biggest</u> (weather, seasons, animals, life cycles)	<u>The Big Wide World</u> (localities around the world and our local area)
Books	Colour Monster Goldilocks 3 Little pigs Little Red Riding Hood Gruffalo Oi Frog! The Tiger Who Came to Tea How to Catch a Star	Owl Babies Dipal's Diwali Funny bones Monkey Puzzle What if we were all the same Everybody Has a Body Dogger	Super Daisy Little People Big Dreams - Florence Nightingale Hoorah for Mary Seacole Lighthouse keeper lunch Grace Darling NF George Saves The World By Lunchtime	The Way Back Home The Smeds and the Smoos Astro Girl Whatever Next Dinosaurs Galore The Egg	Jack and the Beanstalk Oliver's Vegetables The Hungry Caterpillar Willbee the Bee Slow Down A stroll through the seasons. Tree	Snail and the Whale The Pirates Next Door Handa's Surprise Lyla and the secret of Rain Katie Morag Where the wild things are
Wow Moments, trips & stay and play dates	Harvest workshop	Bonfire night-sparklers Nativity Diwali Pumpkin Carving Christmas celebrations Godly Play - Nativity	Visit from Police officers, Firefighters, Doctors and Nurses. Chinese New Year National Storytelling Week	Pancake making World Book Day Eid al Fitr Easter Tea Easter Activities with Nursery.	Planting seeds Trip to a farm park Godly Play - Noah's Ark	Locality walk Pirate Splash Day Transition Day Sports Day Godly Play - Creation

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3 prime areas of learning and development	Personal, Social and Emotional Development (Building Relationships, Managing Self, Self-regulation)	• Classroom routines and rules • Support children in making friends PSHE- Being Me In My World • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Become more outgoing with unfamiliar people, in	Bonfire night safety PSHE- Celebrating Differences • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk with others to solve conflicts. • Do not always need an adult to remind them of a rule. • Begin to understand how others might be feeling. • Develop appropriate ways of being assertive.	PSHE- Dreams and Goals • Build constructive and respectful relationships. • Show resilience and perseverance in the face of challenge • Manage their own needs. • See themselves as a valuable individual • Express their feelings and consider the feelings of others.	PSHE- Healthy Me • Think about the perspectives of others • Show resilience and perseverance in the face of challenge • Manage their own needs. • Identify and moderate their own feelings socially and emotionally.	PSHE- Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	PSHE- Changing Me • Show sensitivity to their own and to others' needs. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions
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		<p>the safe context of their setting.</p> <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 					<p>involving several ideas or actions.</p>
	<p>Physical Development</p>	<p>Dough Disco 2 Drawing Club</p> <p>PE: Introduction to PE</p>	<p>Dough Disco Mix - Up Drawing Club</p> <p>PE: Fundamentals</p>	<p>Trim trail Squiggle Whilst You Wiggle 2 Drawing Club</p> <p>PE: Dance</p>	<p>Trim trail Squiggle Whilst You Wiggle 2 Drawing Club</p> <p>PE: Gymnastics</p>	<p>Trim trail Squiggle Me Into a Writer Story Club</p> <p>PE: Ball skills</p>	<p>Trim trail Squiggle Me Into a Writer Story Club</p> <p>Sports Day practice</p> <p>Safety in the sun</p> <p>PE: Games</p>
	<p>Gross motor skills</p>	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		

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		<p>out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 	<p>successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	
	<p>Fine motor skills</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	<p>Health</p> <p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 			

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		<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		
	Communication and Language (Listening, attention and understanding. Speaking)	Baseline assessment: Wellcomm. Intervention based on assessment outcomes.		
4 specific areas of learning and development	Literacy Writing	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	Reading-Comprehension	<ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Discuss books and authors with growing confidence 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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		<p>read English text from left to right and from top to bottom</p> <ul style="list-style-type: none"> Engage in conversations about stories, recalling what has happened, predicting what might happen next, learning new vocabulary. 				<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	
		<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as m in money and mother 		<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 		
	Reading/spelling						
	Phonics - Sounds						
	Write						
	Vocabulary						
	<p>See separate vocabulary document</p>						

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			<ul style="list-style-type: none"> • Shapes with 4 sides & Positional language • Time - Night and day 			<ul style="list-style-type: none"> • Adding more / number stories • Taking away 	<ul style="list-style-type: none"> • Spatial Reasoning Visualise and Build & Mapping
Understanding the world	<p>Places in school- walk around the school (familiar places)</p> <ul style="list-style-type: none"> • Autumn walk - signs of autumn - introduction to the forest area 	<p>Forest Adventures</p> <p>History - Gun Powder Plot</p> <p>Remembrance Day</p> <p>Celebrations from different religions and cultures</p> <p>Science - Sources of light</p> <p>Family and special people</p>	<p>Forest Adventures</p> <p>People of the past</p> <p>Jobs and occupations</p> <p>Medicines - To know that medicines should not be touched by an adult.</p>	<p>Forest Adventures</p> <p>Opposites- Day/night</p> <p>History of the world - dinosaurs</p> <p>Space</p>	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge 	<p>Forest Adventures</p> <p>Food chains</p> <p>life cycles</p> <p>seasons</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, drawing on knowledge 	<p>Forest Adventures</p> <p>Opposites- hot/cold</p> <p>Similarities and differences between our locality and other places</p> <p>Geographical skills including map making and reading</p>

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		<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 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 Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in 	<ul style="list-style-type: none"> from stories, non-fiction texts and (when appropriate) maps 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. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> non-fiction texts and maps. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. 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. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. 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 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some environments that are different to the one in which they live. Know some similarities and differences between the natural world
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				books read in class and storytelling.			around them and contrasting environments, drawing on their experiences and what has been read in class.
RE	Our Special Books Christianity and Muslim holy books and special items	I'm Special - My life, special times and feelings. For many people belonging to a worldwide religion is very special. Celebrations including Christmas, Eid and Diwali. Other special celebrations including birthdays and weddings GODLY PLAY - Nativity	Friends and Family. Jesus and his friends. STAR SESSION - BIG QUESTION - Is it good to have friends?	Special Places. Churches and mosques	Senses - relating to religion/seasons. Knowing that religious people use their senses when they worship. GODLY PLAY - Noah's Ark	Our Beautiful World. Christians and Muslims believe the natural world is special because God created it. GODLY PLAY - Creation	
	Expressive Arts and Design	Building a house that the big bad wolf will not knock down- (lego) Acting the 3 little pigs Artist study Picasso - self portraits Performance Poetry Identifying instrumental sounds Acting out stories	Firework picture Making Diwali mehndi hands Pumpkin Carving Making poppy pictures Making Christmas cards, Making Christmas tree decorations Forest Adventures - clay owls & Owl houses. Bird feeders and nest building Performance Poetry	Junk Modelling- fire engine Making superheroes outfits Performance Poetry Acting out stories	Puppets Mother's day cards Easter activities Shield, tiara and crowns. Space rockets, fruit rockets, Dinosaur making Performance Poetry Acting out stories	Clay pots Bean stalks Bee hives Mini beast art - symmetry - butterflies Vegetable printing Observational drawings Performance Poetry Acting out stories	Map making Pirate hat making African drumming African dance Performance Poetry Acting out stories

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Creating with Materials Being Imaginative and Expressive	<p>Exploring instruments for composing festive and spooky music Acting out stories</p>	<ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore colour and colour-mixing. Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 		
		<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when 			

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		<ul style="list-style-type: none">• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.	appropriate) try to move in time with music.
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