


Reception Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Theme/ Area of Development</p>	<p>All about Me</p> <p>My family, my school, my environment, the people around me, people who help us.</p>	<p>Transport: Past and Present</p> <p>Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling</p>	<p>Space</p> <p>Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station</p>	<p>Growing and changing</p> <p>Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.</p>	<p>Kings and Queens</p> <p>Our King, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past</p>	<p>Stories from the Past</p> <p>Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends</p>
	<p>Key Texts</p> <p>Here We Are by Oliver Jeffers Owl Babies The colour Monster</p>	<p>Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal,</p>	<p>Look Up by Nathan Bryon Astro Girl by Ken Wilson Max</p>	<p>The Tiny Seed by Eric Carl Jack and the Beanstalk The Enormous Turnip</p>	<p>The Kings Pants The Queen's Hat by Steve Anthony</p>	<p>The Hare and the Tortoise (Aesop's Fable) Little Red Riding Hood</p>
<p>Communication and Language (Including daily phonics sessions, whole class and small group story sessions).</p>	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says</p> <p>Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>

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Physical Development						
Gross Motor Skills	Spatial awareness and multi-step instruction games Running, jumping, etc. Balance Bikes	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor. Balance Bikes	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing. Balance Bikes	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles Balance Bikes	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope. Balance Bikes	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching. Balance Bikes
Complete PE	Walking 1 & Jumping 1	Ourselves & Hands 1	Moving & high, low, over & under	Hands 2 & Nursery Rhymes	Feet 1 & Jumping 2	Games for understanding & Rockets, balls, bats & balloons.
Fine Motor Skills	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.

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Personal, Social & Emotional Development	Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling.	What I can do when I am angry or upset Teamwork and sharing; working together and waiting to take turns How can I help my friends?	Including everyone; diversity within our school and the wider community	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things myself and helping others. Independence What can I do if I am worried?	Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school
Jigsaw	Being in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me

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Literacy	<p>Fiction including picture books with familiar settings, relating to families, people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words.</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables.</p> <p>Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Pre-writing shapes</p>	<p>Fiction & Nonfiction books about transport</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Initial sounds and simple CCVC words and more</p> <p>opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Morning Tasks to focus on letter formation</p>	<p>Fiction & Non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing Reading words through sound blending as part of an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Morning Tasks to focus on letter formation</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases</p> <p>Recognise common exception words</p> <p>Write simple phrases and sentences</p> <p>Morning Tasks to focus on letter formation</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc.</p> <p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First, I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g. role play a coronation</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p>	<p>Fiction & Non-fiction books about the past.</p> <p>Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Jumping into the story Settings- what was the character thinking at this point in the story?</p> <p>Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p> <p>William Shakespeare Week</p>

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Maths	<p>Getting to know you (2 weeks - baseline)</p> <ul style="list-style-type: none"> Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort & Compare (2 weeks)</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns <p>Create simple patterns</p>	<p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <p>Circles and triangles (1 week)</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides 	<p>Alive in 5 (2 weeks)</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Mass and Capacity (1 week)</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height <p>Talk about time</p>	<p>Building 9 and 10 (3 weeks)</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns <p>Patterns in the environment</p>	<p>To 20 and beyond (2 weeks)</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now? (1 week)</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p>	<p>Sharing and grouping (2 weeks)</p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map (3 weeks)</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships

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Past and Present (History)						
Understanding the World	<p>My past, present, future and that of others including characters from stories</p> <p>Families; when I was a baby, when my family members were young.</p> <p>Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year – what will we do this year in Reception?</p>	<p>George Stevenson; The invention of the Steam Train</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>People who looked at the stars; Galileo.</p> <p>Traditional stories to explain the stars e.g. The hunting of the Great Bear</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong</p> <p>The International Space Station; when and why it was built and launched</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs.</p> <p>Present day use of machinery in farming.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p> <p>Queen Elizabeth II's and King Charles III's coronation in Westminster Abbey.</p> <p>Who will be our next monarch?</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch</p> <p>Stories from different cultures; Anansi the Spider from the Ashanti in West Africa.</p> <p>Aesop's Fables the Legend of St George and the Dragon</p>
People, Cultures & Communities (Geography & RE)						
Understanding the World	<p>Location of our school and the local area</p> <p>My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers etc.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport.</p> <p>Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live?</p> <p>Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The Monarchy; King Charles III, Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities.</p> <p>Ask an elderly relative to come in and tell the children a story</p>

Reception Curriculum Overview

The Natural World (Science)

<p>Understanding the World</p>	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn.</p> <p>Deciduous and evergreen trees.</p> <p>Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>Forces: push, pull, twist</p> <p>Air transport Water transport</p> <p>Seasons of the year: Winter.</p> <p>Animal hibernation, why do some animals hibernate? How do other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow.</p> <p>Life cycles of a butterfly and/or frog.</p> <p>Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks.</p> <p>Draw pictures of local plants.</p>	<p>Seasons of the Year: Summer.</p> <p>Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow?</p> <p>What would we include?</p> <p>Sketch some ideas and write about the design.</p>	<p>Seasons of the Year: Summer.</p> <p>Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow? What would we include?</p> <p>Sketch some ideas and write about the design.</p>
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Creating with Materials						
Expressive Arts & Design	<p>Exploring colour.</p> <p>Painting with primary colours.</p> <p>Mixing secondary colours.</p> <p>A study of Miro. Painting: portraits</p>	<p>Colour and the seasons.</p> <p>Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p> <p>Cutting: snowflake design</p> <p>Christmas Crafts</p>	<p>Exploring line.</p> <p>Taking a line for a walk.</p> <p>Creating drip paintings like Jackson Pollock.</p> <p>Creating pictures like Hundertwasser using spirals and curved lines.</p> <p>Puppets: Chinese New Year</p>	<p>Exploring what we can see in the world around us.</p> <p>Studying how Van Gogh used different marks to draw still life.</p> <p>Looking at Lowry and drawing our own houses and "matchstick" people.</p> <p>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</p> <p>Design: making a boat that floats and another vehicle that moves with wheels</p> <p>Create: Easter bonnets</p>	<p>Animals in art.</p> <p>A study of Rousseau's "Tiger in a Tropical Storm".</p> <p>Painting real fish with ink and wax resist.</p>	<p>People in art.</p> <p>Looking at Degas' ballerinas.</p> <p>Practising drawing people.</p> <p>Creating clay sculptures of "Miro-like" people.</p> <p>Fashion: experimenting with fabric to design a suitable piece of sportswear.</p>
Being Imaginative and Expressive						
Expressive Arts & Design	<p>Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.</p>	<p>Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf</p>	<p>Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel</p>	<p>Playing with Sounds: Singing Games including call and response</p>	<p>Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice</p>	<p>Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel</p>
Nursery Rhymes	<p>Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie</p>	<p>Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle</p>	<p>It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence</p>	<p>Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm</p>	<p>Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York</p>	<p>Jack be nimble Monday's child See saw, Margery Daw</p>