

Reception Curriculum Overview

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children’s Interests, Themes and Lines of Enquiry, included in this overview are with a focus on - All About Me, Celebrations, People Who Help us, Seasons, Lifecycles and Journeys. Children’s interests vary and should be an integral part of the planning and provision to develop active, confident and independent learners.							
Key Texts / Books Fiction and Non- Fiction		<p>Fiction – Rhymes and poems, Look up! Forever star, Anna hibiscus song, More people to love me, Ten fat sausages, A world full of poems, Mama Miti, Amazing, Wow, said the owl, Wow, it’s night time, Too much stuff!, Mixed, The squirrel’s busy year, This love, Sleep, Anancy and Mr Dry-bone, Little blue and little yellow, Julian at the wedding, Julian is a mermaid, The owl who was afraid of the dark, Bloom, Snow, Hello hello, Tilda tries again, Astro girl, Fabulous Frankie, Time to move South for winter, Somebody Swallowed Stanley, Rhythm of the rain</p> <p>Non-Fiction- Starting School , First Day at School, How Do You Feel?, Africa and the Caribbean Islands, Spiders, Investigating Autumn/ Winter, darkness and light, nocturnal and diurnal animals , Maps of the United Kingdom, The variety of life, All kinds of bodies, The story orchestra, Who are you?, All kind of friends, Diwali, My daddies, Seasons, The great big book of feelings, Autumn, Joy to the world! Happy is our skin, Hey you! An empowering celebration of growing black, Feelings, All about families, Festivals Around the World</p> <p>T4W and Tales toolkit Nursery Rhymes -Humpty Dumpty, Incy Wincey Spider, The little Red Hen, Owl Babies and How to take care of an Owl baby.</p> <p>Autumn- Celebrations, Festivals and Remembrance – Our history (Including black history), Experiences and Interests, Fireworks, Halloween, Bonfire Night, Diwali, Remembrance Day, Hanukah, Ramada, Eid and Christmas</p>	<p>Fiction My dad is a grizzly bear, Veg patch party, Goodnight veggies The truth about old people, The little gardener, Pirate mums, I saw a bee Sulwe, I love my bike, My red hat, My grandma and me, If all the world were, This is our house, The seedling, You choose fairy tales, Grandad’s camper, Uncle Bobby’s wedding, Tug of war, The extraordinary gardener The best place in the world</p> <p>Non-Fiction Mad about minibeasts, One moment in time, My world, your world All are welcome, Big feelings, Counting creatures, Little leaders: bold women in black history, Little leaders: visionary women around the world Little leaders: exceptional men in black history, The big book of festivals We are all different, People who help us, All about diversity, Ten things I can do to help the World</p> <p>T4W and Tales toolkit The Three Billy Goats Gruff, How to trap a Troll, The Gingerbread man and The Gingerbread man’s diary.</p> <p>Spring -Celebrations and Festivals- New Year, Chinese New Year, Valentine’s Day Our History, Experiences and Interests, New life Celebrating World Book Day, Mother’s Day, St David’s day, St Patrick’s Day, Easter.</p>	<p>Fiction Golden Domes and Silver Lanterns, Party Parade, What we’ll build, Love our earth, Where the sea meets the sky, I like trains, Crescent moons and pointed minarets, Happy tree, We’re going to find a monster, Summer, Never teach a stegosaurus to do sums, Growing frogs, One fox, The wide, wide sea, Grandma bird, The lost property office, My butterfly bouquet, Ten delicious teachers</p> <p>Non-Fiction The big book of bugs, Lots, the diversity of life on Earth, Life cycle of a chicken, Hats of faith, Bee book, Hearing sounds, Oliver’s vegetables, Fabulous frogs, The amazing outdoor activity book, My head-to-toe body book, People who help us, All kinds of families, Oliver’s vegetables, Pets, Over and under the pond, Over and under the snow, The great big book of families, Festivals, Seahorse, Centipedes and millipedes, Ants, Mad about minibeasts, An egg is quiet, Clean up!</p> <p>T4W- and Tales Toolkit The Very Hungry Caterpillar, Butterfly facts, The Sleepy Duck and Farmers</p> <p>Summer -Celebration, Festivals and Remembrance - Ramadan and Eid, Growing-up preparing for year 1, Father’s Day, Stephen Laurence Day, Celebrating our rich and diverse ethnicities with an International focal point.</p>			
Prime Areas Communication and Language Listening. Attention, Understanding and Speaking		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Learn and use new vocabulary in different contexts Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding.					
		Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Learn rhymes, poems and songs Learn new vocabulary.	Develop social phrases Articulate their ideas and thoughts in well-formed sentences. Engage in story times and use words and actions to retell a story Listen carefully to rhymes and songs, paying attention to how they sound.	Engage in non-fiction books. Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	

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Prime Areas Physical Development	Gross and Fine Motor Skills	<p>Gross and Fine motor skills include – Encouraging independence in meeting their individual needs. Use a comfortable grip with good control when holding pens and pencils. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 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. 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 spoon.</p>					
		<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
		<p>GetSet4PE</p>					
		<p>Fundamentals - Unit 1</p> <p>To develop balancing whilst stationary and on the move.</p> <ul style="list-style-type: none"> To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	<p>Gymnastics - Unit 1</p> <p>To copy and create shapes with your body.</p> <ul style="list-style-type: none"> To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body part. To develop jumping and landing safely To develop rocking and rolling. To copy and create short sequences by linking actions together. 	<p>Dance - Unit 2</p> <p>To explore different body parts and how they move.</p> <ul style="list-style-type: none"> To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. 	<p>Gymnastics - Unit 2</p> <p>To create short sequences using shapes, balances and travelling actions.</p> <ul style="list-style-type: none"> To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. 	<p>Games - Ball skills - Unit 1</p> <p>To develop rolling a ball to a target.</p> <ul style="list-style-type: none"> To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<p>Games- Unit 1</p> <p>To work safely and develop running and stopping.</p> <ul style="list-style-type: none"> To develop throwing and learn how to keep score. To play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.

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Prime Areas	Personal, Social and Emotional Development	<p>Building Relationships – children forming positive attachments to adults and friendship with peers. Working alongside others cooperatively and showing sensitivity to their own needs and that of others.</p> <p>Self-Regulation - children have a sense of their own value and understand the need for sensitivity to significant events in their own and other people's lives, coupled with learning about the impact of their words and actions on themselves and others.</p> <p>Managing Self - being confident to try new activities and show independence, resilience and perseverance in the face of challenge. How children develop a growing understanding of what is right and wrong and why. Managing their own basic hygiene and personal needs, including using the toilet, and making healthy food choices</p>					
		<p>Citizenship: Identities and Diversity See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others and manage their own needs.</p>		<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian -Taste Ed lessons (1,2,3,4,5,6) 	
		PSHE School Curriculum (Cambridge Education)					
		<p>Myself and My Relationships 1: Beginning and Belonging Create all about me poster with your families for our class family wall. Making friends Starting school Understanding class rules, boundaries and expectations. Speaking and listening activities Managing feelings and behaviour. You choose it! You use it! You put it away!</p>		<p>Citizenship 1: Identities and Diversity What makes me unique? We are all different/ similar and we are all friends. Our beliefs, views and opinions are valued Creating our whole class rules display. Learn the song " 123 its good to be me!"</p>		<p>Healthy and Safer Lifestyles 3: Healthy Lifestyles Making healthy snacks Learning to look after ourselves and our environment Learn about healthy lifestyles Respect for living things</p>	
<p>Myself and My Relationships 3: My Emotions Ability to adapt behaviour – self regulate class emotions chart/display (to aid children in verbalising how they are feeling). Supporting and caring for others. E-safety – think you know resources.</p>		<p>Healthy and Safer Lifestyles 1: My Body and Growing Up How have I changed since I was a baby? Encourage children to share their baby photos and create a class book of past and present photos Developing independence and making healthy choices. Knowing that asking for help from others is ok.</p>					

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Specific Areas	Literacy	Children are introduced to a wide breath of books each term. Children take part in interactive reading and respond to the features of the story in small groups. They engage in familiar rhymes and are introduced to new rhymes and poems. They often use props or actions to retell a familiar story with increasing confidence. In play children make up their own stories and share it with others. They begin to ascribe meanings to the marks they make. Children can find their name card during self-registration and use these cards as props in their attempt to practise writing their name.											
		Read individual letters by saying the sounds for them. Recognising the letters for their own name. Marking making for a purpose Talk for writing		Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Name Writing Beginning to form lower-case and some capital letters with some accuracy. Reading and writing phonetically decodable Sentences. Talk for writing		Read some letter groups that each represent one sound and say sounds for them. Can write simple sentences. Read a few common exception words matched to the school's phonic programme. Form lower-case and some capital letters correctly Reading phonetically decodable books Participating in Helicopter stories. Talk for writing		Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few exception words. Can write sentences with growing independence. Form lower-case and most capital letters correctly Reading phonetically decodable books Beginning to answer questions about what they have read. Participating in tales toolkit stories. Talk for writing		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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. Can write sentences and paragraphs that is phonetically plausible and with some high frequency words. Form lower-case and most capital letters correctly Reading phonetically decodable books Talk for writing		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. Can answer questions about what they have read with comprehension. Form lower-case and capital letters correctly. Reading phonetically decodable books Can write sentences and paragraphs with high frequency words. Talk for writing	
		Phonics (Sounds Write) Program – Initial Code											
		Rhyme, Alliteration Units 1,2,3		Units 4,5,6,7		Units 7,8,9		Units 9,10,11		Initial code -Consolidation: Bridging Lessons			

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Specific Areas	Mathematics	Number and Number Patterns					
		<p>Numbers -focuses on how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems. It is also about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared. Children develop a deep understanding of number to 5 and subitise (recognise quantities without counting) up to 10 and beyond.</p> <p>Numerical Patterns is about how through talking about quantities, and developing appropriate vocabulary (including shapes), children use their knowledge to develop ideas and to solve mathematical problems. Children verbally count to 10 and beyond. Can compare quantities up to 10 in different contexts, recognise when one quantity is greater than, less than or the same as the other quantity. They also, explore and represent patterns within numbers up to 10 and beyond.</p> <p>Mathematics Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>					
		White Rose Maths Concrete – Pictorial – Abstract					
		Counting and recognising numbers 1-5 Matching and sorting objects Comparing amounts Exploring patterns Positional language (e.g., above, below, beside) Matching objects and finding pairs Comparing quantities using more than, fewer than Making simple patterns Sorting objects by different attributes (colour, size, type)	Representing and comparing numbers to 3 Recognising and representing 2D shapes Positional language (e.g., in front of, behind) Simple addition and subtraction within 3 Exploring numbers to 5 One more and one less within 5 Time (routines, sequencing daily events) Understanding and using language related to time (days, night, morning)	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity Counting and representing numbers 6, 7, 8 Making pairs Combining two groups to find the total Length and height comparisons	Counting and representing numbers 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Consolidation Review and reinforcement of key concepts from the term. Games and activities to strengthen understanding.	Building numbers beyond 20. Counting patterns beyond 10. Spatial reasoning (visualising and manipulating shapes). Exploring and representing numbers in different ways. Addition and subtraction stories Simple problem-solving using first, then, now structure. Exploring patterns and relationships in numbers.	Exploring patterns in numbers and shapes Doubling and halving Sharing and grouping Odd and even number Positional language Spatial reasoning with shape. Creating and describing routes and journeys. Exploring and solving practical problems.

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Specific Areas	Understanding the World	People, Culture and Communities, The Natural World and Past and Present					
		<p>People, Culture and Communities – includes how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.</p> <p>The Natural world - is about how children learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what have learnt in and out of class. It also includes some important processes and changes in the natural world around them, including the seasons and changing states.</p> <p>Past and Present - knowing and understanding some similarities and differences between things in the past and present, drawing on their experiences and that of others or what they have shared in class. Children are also engaged in exploring their own past and present events relevant to their lives or those of their families and community.</p>					
		<p>Refer to Understanding the World Document for more details- R:\Teacher Shared\EYFS\Curriculum</p>					
		<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>People who help us at home.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>People who help us in school.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>People who help us locally.</p>	<p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>People who help us- other professions.</p>
		<p>Forest school - Understands the effect of changing seasons on the natural world around them and describe what they see, hear, and feel whilst outside.</p>					
<p>Autumn- Celebrations, Festivals and Remembrance – Our history (Including black history), Experiences and Interests, Fireworks, Halloween, Bonfire Night, Diwali, Remembrance Day, Hanukah, Ramada, Eid and Christmas</p>			<p>Spring -Celebrations and Festivals- New Year, Chinese New Year, Valentine’s Day Our History, Experiences and Interests, New life Celebrating World Book Day, Mother’s Day, Easter. Our history (Including black history)</p>		<p>Summer -Celebration, Festivals and Remembrance - Ramadan and Eid, Growing- up preparing for year 1, Father’s day, Stephen Laurence Day, Celebrating our rich and diverse ethnicities with an International focal point. Our history (Including black history)</p>		

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Specific Areas	Expressive Arts and Design	Creating with Materials and Being Imaginative and Expressive					
		<p>Creating with materials - is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.</p> <p>Being imaginative and expressive - children invent, adapt and recount narratives and stories with peers and their teacher. Use what they have learnt about media and materials in original ways. It includes how children develop and build their imaginations through imaginative play, dance, music, design and art.</p> <p>Visual Arts - 2 and 3-dimensional representation, includes drawing, painting, printing, photography, textiles and also construction, sculpting and modelling. These involve experimenting through using the following elements: pattern, texture, colour, tone, form, shape and space</p> <p>Performing Arts – Music, Dance, Drama and Imaginative play</p>					
		<p>Develop storylines in their pretend play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p>
		<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups and imaginative play opportunities.</p>					

