

Curriculum Overview – Reception (2022-2023)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Marvellous Me!	Colours of the Rainbow	Winter Wonderland	The Great Outdoors	Animal Kingdom	Under the Sea and Pirates
Literacy	<ul style="list-style-type: none"> -Name writing - Letter formation of lowercase letters - Use initial sounds to label characters/ images -Writing initial sounds and simple captions - Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme -Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> -Name writing -Writing initial sounds and simple captions, story scribing -Sequencing and retelling stories - Guided sentence writing -Letters/list (to Santa) - Enjoys an increasing range of books and rhymes -Learns and uses new vocabulary. -Listen to and retell familiar stories talk about stories to build familiarity and understanding. -Listen to and learn rhymes, poems and songs. 	<ul style="list-style-type: none"> -Name writing - Sequencing and retelling stories - Guided sentence writing - Writing words using sounds they know - read back what they have written -Enjoys an increasing range of books and rhymes -Learns and uses new vocabulary. -Listen to and retell familiar stories talk about stories to build familiarity and understanding. -Listen to and learn rhymes, poems and songs -Read some Common exception words -Read simple sentences 	<ul style="list-style-type: none"> -Creating story maps to retell stories -Writing captions/ short sentences -Write some letters accurately -Model re-reading own sentences to check it makes sense -Enjoys an increasing range of print and digital books, both fiction and non-fiction. -Re-read books to build up their confidence in word reading, their fluency, and their understanding and enjoyment. -Re-enacts and reinvents stories they have heard, in their play. -Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> -Retell the story in own words. -Use descriptive language. -Write new versions of a story. -Writing lists. -Attempts to write words using phonic knowledge. -Beginning to use finger spaces. -Form lower-case and capital letters correctly. - retell a story with actions or pictures as part of a group with increasing confidence. -Use story language when acting out a narrative. -Explain the main events of a story. -Can draw pictures of characters/ events/ settings in a story. 	<ul style="list-style-type: none"> -Writing captions/ simple sentences for a nonfiction text. -Story writing, writing sentences using a range of tricky words that are spelt correctly. - Beginning to use full stops, capital letters and finger spaces. -Form all lower-case and capital letters correctly. - Children accurately write their own name. -Can draw pictures of characters/ events / settings in a story. - Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. -Make predictions. - Beginning to understand the difference between non-and fiction.



				-Use vocabulary and forms of speech that are		-Can point to front cover, back cover, spine, blurb,
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				increasingly influenced by their experiences of books. -Describe main story settings, events, and principal characters in increasing detail.		illustration, illustrator, author and title. .
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<p>Maths</p>	<p>Transition and baseline Routines, songs, rhymes, counting - Spatial reasoning - Noticing same & different early number</p> <p>Number within 5 (including partitioning) - Composition of numbers within 5 - Perceptually subitise within 3 - Identify sub-groups in larger arrangements - Create their own patterns for numbers within 4 - Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - Know that all numbers can be made of 1s - Use the language of comparison, including 'more than' and 'fewer than'</p>	<p>Measure - Opportunities to use language for measurement: long/longer/longest/tall/taller/tallest etc - Compare sizes, weights etc</p> <p>Shape & time Shape - Talk about and explore 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids - Use appropriate shapes for building - Combine shapes to make new ones.</p> <p>Time - Begin to describe a sequence of events, using words such as first, then...</p> <p>Number - Subitise within 5, perceptually and conceptually, depending on the arrangements. - Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - Begin to recognise numerals, relating these to quantities they can subitise and count. - Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts,</p>	<p>Position Position - Describe route and locations, using words like 'in front of' and 'behind'. - Understand position through words alone, e.g. 'the bag is under the table'.</p> <p>Shape & pattern Pattern - Notice patterns and arrange things in patterns. - Talk about and identify patterns around them e.g. stripes on clothes, designs on rugs and wallpaper.</p> <p>Shape - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Number - continue to develop verbal counting beyond 10. - Begin to automatically recall number bonds for numbers 0 -10 - Understand the 'one more than/one less</p>	<p>Numerical Pattern - Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. - Become more familiar with the counting pattern beyond 20.</p> <p>Number - Continue to consolidate their understanding of cardinality, working with larger numbers within 10 - Explore the composition of odd and even numbers. - Begin to explore the composition of numbers within 10. - Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. - Addition and Subtraction. Use objects to explore what addition and subtraction are. Use terminology, 'first, then, now...'</p>	<p>Number - Doubling and halving, consolidating odd and even - Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - Continue to develop confidence and accuracy in both verbal and object counting. - Explore the composition of 10, recalling number bonds. - Addition and Subtraction. Use objects and number stories. Begin to understand number sentences and what each component represents.</p>	<p>- In this half-term, the children will consolidate the understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <ul style="list-style-type: none"> - Number bonds - Doubling/halving - Odd/even - Shape & pattern - Measure - Time, money (pennies)
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		<p>some of which can be taken apart and some of which cannot</p> <ul style="list-style-type: none">- Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching	<p>than' relationship between consecutive numbers.</p> <ul style="list-style-type: none">- continue to develop object counting skills, using a range of strategies to develop accurate counting.			
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			<ul style="list-style-type: none"> -begin to see that numbers within 10 can be composed of '5 and a bit'. -explore ways of making unequal sets equal. 			
<p>PSED including Personal Development</p>	<ul style="list-style-type: none"> - Class rules and routines - See themselves as a valuable individual, sharing information about ourselves and our families - Sharing interests with others - Supporting children to build relationships - Identify and moderate feelings - Become more outgoing with unfamiliar people, in the safe context of their setting. - Increasingly follow rules understanding why they're important. - Manage own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> - Identify and moderate feelings - Express their feelings and consider the feelings of others - Build constructive and respectful relationships - Getting on and falling out - Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it - Increasingly follow rules understanding why they're important. - Select and use activities and resources with help when needed to achieve a goal they have chosen or has been suggested to them - Manage own basic hygiene and personal needs including dressing, going to the toilet and understanding the 	<ul style="list-style-type: none"> - I know in my class we are not all the same / I know we are different / I know I can make friends with different people / I know how to make friends. - Feelings and perspectives of others. - Ask for help - Share resources, ideas and take turns. - Manage own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> - I know the people in my family are special / I can tell you who loves me – link with Mothers' Day (extend to lots of different adults that love and care for us) -What makes a good friend? - Acts of kindness. - Looking after others. - Looking after our planet. - Manage own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> - Help children to set own goals and achieve them - Develop problem solving skills by talking through how they've resolved a problem or difficulty - Highlighting mistakes are an important part of learning and going back is trial and error not failure. - Show resilience and perseverance in the face of a challenge - Provide opportunities for children to tell each other about their work and play. - Help them reflect and self-evaluate their own work. - Talk through why we take turns, wait politely, tidy up after ourselves etc. - Manage own basic hygiene and personal needs including 	<ul style="list-style-type: none"> -Taking part in sports day - Winning and losing; Show resilience and perseverance in the face of a challenge. - Changing me Look how far I've come! - Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. - Manage own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.



		importance of healthy food choices.			dress, going to the toilet and understanding the importance of healthy food choices.	
<p>PD Fine and Gross Motor</p> <p>Continuously check the progress of children's handwriting (pencil</p>	<p>-Threading, cutting, weaving, playdough, fine motor activities.</p>	<p>- Develop core strength for sitting at a table - Develop muscle tone to add pressure to paper</p>	<p>-Threading, cutting, weaving, playdough, fine motor activities. - Hold pencil effectively with comfy grip.</p>	<p>- Threading, cutting, weaving, playdough, fine motor activities. - Hold pencil effectively with comfy grip.</p>	<p>-Threading, cutting, weaving, playdough, fine motor activities. -Sit correctly at the table.</p>	<p>-Threading, cutting, weaving, playdough, fine motor activities.</p>



<p>grip and letter formation) Provide extra help and guidance when needed)</p>	<ul style="list-style-type: none"> -Manipulate objects with good fine motor skills -Draw lines and circles using gross motor movements -Hold pencil/ paintbrush beyond whole hand grasp - Continue to develop their movement, balancing, riding (scooters, bikes, and trikes) and ball skills 	<ul style="list-style-type: none"> -Show preference for dominant hand -Teach and model correct letter formation - Beginning to make letter shapes. - Be increasingly independent when getting dressed. 	<ul style="list-style-type: none"> - Beginning to form recognisable letters. - Begin to use scissors with more precision. - Develop skills to use a knife and fork. 	<ul style="list-style-type: none"> - Form recognisable letters most correctly formed. - Begin to use scissors with more precision. - Develop skills to use a knife and fork with increasing precision. 	<ul style="list-style-type: none"> - Develop pencil grip and letter formation continually. - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors. - Start to cut along a curved line like a circle. 	<ul style="list-style-type: none"> -Develop a handwriting style that's efficient and accurate. -Consistently use a wide range of small tools including scissors and paintbrushes - Begin to draw diagonal lines, like in a triangle. - Can colour neatly inside the lines. - Can draw pictures with accuracy. - Able to use a knife and fork.
<p>CL</p>	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Talk about stories; ask and answer questions. - Engage in story times - Use longer sentences of four to six words. - Use new vocabulary throughout the day - Use talk to organise themselves and their play 	<ul style="list-style-type: none"> -Use talk to work out problems -Explain how things happen and why they might work. -Retell stories -Engage in non-fiction books. - Use new vocabulary throughout the day 	<ul style="list-style-type: none"> - Asking how and why questions - Problem solving questions – how it works - Can recite rhymes, poems and songs in a group - Continue to develop how to listen and understand why it is important - Begin to speak in sentences using conjunctions. -Begin to describe events in detail. 	<ul style="list-style-type: none"> -Continue to develop how to listen and understand why it is important - -Begin to describe events in detail. -Retells stories with some repetition. -Use picture cue cards to talk about an object – What colour is it? Where would you find it? - -Sustained focus when listening to a story. - -Begin asking questions – to find out more information. -Follow instructions with more than two parts. 	<ul style="list-style-type: none"> - Begin speaking in sentences of 6+ words and beginning to use conjunctions like 'and, but, so'. - Engages in story time, building familiarity and understanding. - Continue asking questions to find out more information and to check they understand what has been said to them. - Use new vocabulary throughout the day 	<ul style="list-style-type: none"> -Describe events in detail -Use new vocabulary (learnt throughout the year) in different contexts. -Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. -Select books containing photographs and pictures, for example, places in different weather conditions and seasons. -Offer explanations and express ideas about their experiences using full



			<p>-Retells stories with some repetition.</p>	<p>- Use new vocabulary throughout the day. - Articulate their ideas in well formed sentences.</p>		<p>sentences, including the use of past, present and future tenses.</p>
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			<p>-Sustained focus when listening to a story. - Follow instructions with more than two parts. - Use new vocabulary throughout the day</p>			
UW	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p>



	<p>Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Children will know what Creation teaches Christian's about God.</p>	<p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p>	<p>Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will know what kind of king Jesus may have been.</p> <p>Children will know what the church is and why the local church is linked to our school.</p>	<p>Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people say sorry.</p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p>	<p>may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.</p>	<p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.</p>
<p>Outdoor Learning -Understand the effect of changing seasons on the natural world around them.</p>						
<p>RE – We recognise and celebrate a variety of religious festivals and celebrations from a range of cultures and religions around the world.</p>						



<p>EAD</p>	<ul style="list-style-type: none"> - Junk modelling, mask making - Join in with songs, role play games and use resources available for props - Build models using construction equipment - Provide opportunities to work together to develop and realise creative ideas. - Arpilleras Art for Art week; linked to family. Explore use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> - Colour mixing. Using primary colours to make secondary - Work collaboratively making structures - Christmas cards and calendars using a variety of artistic effects 	<ul style="list-style-type: none"> - Hold a paintbrush using a tripod grip - Draw bodies of appropriate size for what they are drawing. - Safely explore different techniques for binding materials. 	<ul style="list-style-type: none"> - Provide a wide range of props for role play which encourage imagination - Can make props and costumes for role play. - Eggs and chicks 	<ul style="list-style-type: none"> - Animal prints - Designing homes for animals - Symmetrical butterflies - Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. - Teach different techniques of joining materials, such as show how to use adhesive tape and different sorts of glue. 	<p>Fathers Day cards/ crafts</p> <ul style="list-style-type: none"> -Junk modelling transport, bridges, boats etc. - Exploration of countries dressing up in different costumes. - Provide a range of materials for children to construct with. -Make different textures; make patterns using different colours e.g. fruit printing, patterns from African materials
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<p>PE (Get Set 4 PE Scheme)</p>	<p>Get Set 4 P.E. Introduction to P.E: Unit 1 Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling</p>	<p>Get Set 4 PE Introduction to P.E: Unit 2 Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling.</p> <p>Get Set 4 PE Fundamentals: Unit 2 Refine fundamental movements; hopping, galloping, skipping, sliding, changing direction, balancing and running</p>	<p>Get Set 4 P.E. Dance: Unit 1 Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Get Set 4 P.E. Ball Skills: Unit 1 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>Get Set 4 P.E. Gymnastics: Unit 1 Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency</p>	<p>Get Set 4 P.E. Games: Unit 1 After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball</p>
<p>Music – Charanga</p> <p>Nursery Rhymes to be learnt/ practised throughout the year</p>	<p>Unit 1 – Me!</p> <p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs 	<p>Unit 2 – My Stories</p> <p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs 	<p>Unit 3 – Everyone!</p> <p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing 	<p>Unit 4 – Our World!</p> <p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs 	<p>Unit 5 – Big Bear Funk!</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other 	<p>Unit 6– Reflect, Rewind and Replay!</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments



	<ul style="list-style-type: none">• Improvising leading to playing classroom instruments• Share and perform the learning that has taken place	<ul style="list-style-type: none">• Improvising leading to playing classroom instruments• Share and perform the learning that has taken place	<p>classroom instruments</p> <ul style="list-style-type: none">• Singing and learning to play instruments within a song• Share and perform the learning that has taken place	<ul style="list-style-type: none">• Improvising leading to playing classroom instruments• Singing and learning to play instruments within a song• Share and perform the learning that has taken place	<p>nursery rhymes and action songs</p> <ul style="list-style-type: none">• Playing instruments within the song• Improvisation using voices and instruments• Riff-based composition• Share and perform the learning that has taken place	<ul style="list-style-type: none">• Sing and revisit nursery rhymes and action songs• Play instruments within the song• Improvisation using voices and instruments• Riff-based composition• Share and perform the learning that has taken place
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