

Curriculum Overview Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	New Adventures	Adventures	Traditional Tales	Traditional Tales	Growth and change	Animals
Special Events	Harvest Autumn Road Safety Week Sukkot	Kindness week Remembrance Sunday Diwali Guy Fawkes St Andrews Day Christmas	Safer Internet Day	St David's Day St Patrick's Day Easter	St Georges Day Healthy Living Week	Feeling Good Week Class Assemblies
Books	Pete the Cat The Little Red Hen	Gruffalo	Gingerbread man	Three Little Pigs	Jaspers Beanstalk	Farmer Duck
Enrichment	Harvest Assembly Visit from the Lolly Pop Lady Cooking Skills: Can I explain why it is important to have clean hands?	The kindness Elf Scottish food Cooking Skills: Can I decorate my cooking in an interesting way?	Plant Potatoes Visit from a CGI Gingerbread man. Cooking Skills: Can I describe the texture?	Welsh/Irish foods Cooking Skills: Can I discuss how things change?	Trip Nower Wood Plant beans Ladybird larvae English food Cooking Skills: Can I say what healthy foods are?	Animal visits Cooking Skills: Can I say where some food comes from?
Communication and Language	Nursery Rhyme of the Week <u>Listening and Attention</u> Maintain attention, concentrate and sit quietly during appropriate activity.	Nursery Rhyme of the week <u>Listening and Attention</u> Maintain attention, concentrate and sit quietly during appropriate activity. Two channelled attention-can listen and do for short span.	Nursery Rhyme of the week <u>Listening and Attention</u> Two channelled attention-can listen and do for short span. Listen attentively in a range of situations.	Nursery Rhyme of the week <u>Listening and Attention</u> Two channelled attention-can listen and do for short span. Listen attentively in a range of situations.	Nursery Rhyme of the week <u>Listening and Attention</u> Listen to stories; accurately anticipate key events and responds to what they hear with	Nursery Rhyme of the week <u>Listening and Attention</u> Give attention to what others say and respond appropriately while engaged in another activity.

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					relevant comments, questions or actions.	
	<p><u>Understanding</u> Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes.</p>	<p><u>Understanding</u> Follow a story without pictures or props.</p>	<p><u>Understanding</u> Listen and respond to ideas expressed by others in conversation or discussion.</p>	<p><u>Understanding</u> Listen and respond to ideas expressed by others in conversation or discussion.</p>	<p><u>Understanding</u> Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events.</p>	<p><u>Understanding</u> Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events.</p>
	<p><u>Speaking</u> Extend vocabulary, especially by grouping or naming, exploring the meanings and sounds of new words. Use language to imagine and recreate roles and experiences in play situations.</p>	<p><u>Speaking</u> Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to main theme or intention</p>	<p><u>Speaking</u> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><u>Speaking</u> Introduce a storyline or narrative into their play.</p>	<p><u>Speaking</u> Express themselves effectively showing awareness of listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><u>Speaking</u> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.</p>



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Physical Development	<p><u>Moving and Handling</u> Squiggle Whilst you Wiggle Dough Disco Handwriting pattern work Experiment with different ways of movement. Jump of an object and land appropriately. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Show a preference for a dominant hand.</p>	<p><u>Moving and handling</u> Squiggle Whilst you Wiggle. Dough Disco Letter Handwriting Travel with confidence and skill around, under, over and through balancing and climbing equipment Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Show a preference for a dominant hand.</p>	<p><u>Moving and Handling</u> Squiggle Whilst you Wiggle Dough Disco Letter Handwriting. Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable safely and with increasing control. Begin to use anticlockwise movement and retrace vertical lines.</p>	<p><u>Moving and Handling</u> Squiggle Whilst you Wiggle. Dough Disco Letter Handwriting. Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p><u>Moving and Handling</u> Squiggle Whilst you Wiggle Dough Disco Letter Handwriting. Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively including pencils for writing.</p>	<p><u>Moving and Handling</u> Squiggle Whilst you Wiggle. Dough Disco Letter Handwriting. Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively including pencils for writing.</p>
	<p><u>Heath and Self Care</u> Eat a healthy range of food stuffs and understand need for variety of food. Usually dry and clean during the day.</p>	<p><u>Heath and Self Care</u> Usually dry and clean during the day. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><u>Heath and Self Care</u> Eat a healthy range of food stuffs and understand need for variety of food. Show understanding for the need for safety when tackling new challenges and consider and manage some risks.</p>	<p><u>Health and Self Care</u> Eat a healthy range of food stuffs and understand need for variety of food. Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision.</p>	<p><u>Heath and Self Care</u> Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>Heath and Self Care</u> Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>



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Personal, Social and Emotional Development	<u>HeartSmart:</u> GET HEARTSMART (Meet Boris)	<u>HeartSmart:</u> DON'T FORGET TO LET LOVE IN (I am special)	<u>HeartSmart:</u> TOO MUCH SELFIE ISN'T HEALTHY (I love others)	<u>HeartSmart:</u> DON'T RUB IT IN, RUB IT OUT (I am a good friend)	<u>HeartSmart:</u> FAKE IS A MISTAKE (I tell the truth)	<u>HeartSmart:</u> NO WAY THROUGH, ISN'T TRUE (I can do it!)
	<u>Making Relationships</u> Initiate conversations, attend to and take account of what others say.	<u>Making Relationships</u> Explain own knowledge and understanding and ask appropriate questions of others.	<u>Making Relationships</u> Take steps to resolve conflicts with other children e.g. finding a compromise.	<u>Making Relationships</u> Play cooperatively taking turns with others.	<u>Making Relationships</u> Take account of one and others ideas about how to organise their activity.	<u>Making Relationships</u> Show sensitivity to others needs and feelings and form positive relationships with adults and other children.
	<u>Self Confidence and Self Awareness</u> Confident to speak to others about own needs, wants, interests and opinions.	<u>Self Confidence and Self Awareness</u> Describe self in positive terms talk about abilities.	<u>Self Confidence and Self Awareness</u> Confident to try new activities and say why they like some activities more than others.	<u>Self Confidence and Self Awareness</u> Confident to try new activities and say why they like some activities more than others.	<u>Self Confidence and Self Awareness</u> Confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities.	<u>Self Confidence and Self Awareness</u> Say when they do or do not need help.
	<u>Managing Feelings and Behaviour</u> Understand that own actions affect other people e.g. become upset or try to comfort another child when they realise they have upset them.	<u>Managing Feelings and Behaviour</u> Aware of the boundaries set and of behavioural expectations in the setting.	<u>Managing Feelings and Behaviour</u> _Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.	<u>Managing Feelings and Behaviour</u> Talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.	<u>Managing Feelings and Behaviour</u> Work as part of a group or class, and understand and follow rules.	<u>Managing Feelings and Behaviour</u> Work as part of a group or class, and understand and follow rules.
Literacy	L&S Phase 1 and 2	L&S Phase 2	L&S Phase 2 & 3	L&S Phase 3	L&S Phase 3	L&S Phase 3 & 4

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	<p><u>Reading</u> Name recognition Hearing sounds around us and initial sounds in words. Continue a rhyming string. Hear and say the initial sound in words. Link sounds to letters, naming them and sounding the letters of the alphabet.</p>	<p><u>Reading</u> Segment sounds in simple words and blend them together and know which letters represent some of them. Link sounds to letters, naming them and sounding the letters of the alphabet. Know that information can be retrieved from books and computers.</p>	<p><u>Reading</u> Link sounds to letters, naming them and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by experiences of books.</p>	<p><u>Reading</u> Use vocabulary and forms of speech that are increasingly influenced by experiences of books. Enjoy an increasing range of books. Read and understand simple sentences. Read some common irregular words.</p>	<p><u>Reading</u> Know that information can be retrieved from books and computers. Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.</p>	<p><u>Reading</u> Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read</p>
	<p><u>Writing</u> Give meaning to marks they make as they draw, write or paint. Begin to break the flow of speech into words.</p>	<p><u>Writing</u> Begin to break the flow of speech into words. Name writing Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence - CVC words Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. Write own name and other things such as labels and captions.</p>	<p><u>Writing</u> Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts.</p>	<p><u>Writing</u> Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts.</p>	<p><u>Writing</u> Attempt to write short sentences in meaningful contexts. Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.</p>	<p><u>Writing</u> Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spell some words correctly and others are phonetically plausible.</p>

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Mathematics	<p><u>Number</u> Number rhymes. Recognise some numerals of personal significance. Recognise numerals 1-5. Count up to three or four objects by saying one number name for each item. Count actions or objects that cannot be moved.</p>	<p><u>Number</u> Number rhymes. Recognising numbers 1-10. Count objects to ten and begin to count beyond ten. Count out up to six objects from a larger group. Select the correct numeral to represent one to five, then one to ten objects. Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them</p>	<p><u>Number</u> Use the language of 'more' or 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than the given number. Find one more or one less from a group of up to five objects then ten objects.</p>	<p><u>Number</u> Count reliably with numbers from one to twenty. In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. Begin to identify own mathematical problems based on own interests and fascinations.</p>	<p><u>Number</u> Count reliably with numbers from one to twenty, place them in order and say which number is one more or less than a given number. Use quantities and objects, add and subtract two single digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.</p>	<p><u>Number</u> Count reliably with numbers from one to twenty, place them in order and say which number is one more or less than a given number. Use quantities and objects, add and subtract two single digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.</p>
	<p><u>Shape, Space and Measures</u> Begin to use mathematical names for 'solid' 3d shapes and 'flat' 2d shapes and mathematical terms to describe shapes. Select a particular named shape. Order two items by weight or capacity.</p>	<p><u>Shape, Space and Measures</u> Select a particular named shape. Describe their relative position such as 'behind' or 'next to'. Use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p><u>Shape, Space and Measures</u> Describe their relative position such as 'behind' or 'next to'. Order two or three items by length or height. Use everyday language related to time.</p>	<p><u>Shape, Space and Measures</u> Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways.</p>	<p><u>Shape, Space and Measures</u> Begin to use everyday language related to money. Recognise, create and describe patterns. Explore</p>	<p><u>Shape, Space and Measures</u> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Characteristics of everyday objects and shapes and use mathematical language to describe them.</p>



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Religious Education	Who Am I and Where do I Belong? BELONGING	Why do we have celebrations? CELEBRATION	What makes a place special? SPECIALNESS (Belonging)	What makes something special? SPECIALNESS (Belonging)	What can we learn from stories? SPECIALNESS	What makes our world wonderful? SPECIALNESS (Belonging)
Forest School	Introduction to Forest School. Rules and boundaries-why we need them. How to stay safe. Getting to know our surroundings. Taking care of the environment and ourselves. Respecting and listening to others. Values. Why do leaves change colour in Autumn?	Seasonal changes. Comparing the differences. Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees. Inspiring Land Art (Richard Shilling and Andy Goldsworthy) Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety.	How animals and humans can keep warm in winter. Taking care of ourselves. Den building. Animal home and habitat building. Animals that hibernate. Observing the weather. Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.	How has the environment changed? Using our senses in the outdoors. Spring time walk. Identifying a range of flora and fauna. How we can protect birds in the Spring and support them in nesting season. Planting saplings and wildflowers. Safety in hot weather	How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis. Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building. Ladybird lifecycles. The importance of Bees. Pollination. Nature’s rainbow - finding colour in the Great Outdoors.	Eco food chains and how we can support this. Our role within the Eco chain. Giving nature a voice. Literacy in the outdoors. Sketching and describing. What Forest School means to us. Moving on and sharing memories.
Understanding the World	<u>Our Environment</u>	<u>Light and Dark/Celebrations</u>	<u>Our Families</u>	<u>Celebrations for us and others.</u>	<u>How things grow and change.</u>	<u>The Animals around us.</u>
	<u>Switched on Science</u> Slimy Things Mud Glorious Mud	<u>Switched on Science:</u> Into the woods Light Magic	<u>Switched on Science:</u> Save the Gingerbread Man	<u>Switched on Science:</u> Sound Collectors Whatever the weather	<u>Switched on Science:</u> The Potting Shed Food of the seasons	<u>Switched on Science:</u> Pets and Vets

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	<p><u>People and their Communities</u> Enjoys joining in with family customs and routines.</p>	<p><u>People and their Communities</u> Enjoys joining in with family customs and routines. Talk about past and present events in own lives and in the lives of family members.</p>	<p><u>People and their Communities</u> Talk about past and present events in own lives and in the lives of family members.</p>	<p><u>People and their Communities</u> Talk about past and present events in own lives and in the lives of family members.</p>	<p><u>People and their Communities</u> Know that other children do not always enjoy the same things and are sensitive to this.</p>	<p><u>People and their Communities</u> Know about similarities and differences between themselves and others and among families, communities and traditions.</p>
	<p><u>The World</u> Looks closely at similarities, differences, patterns and change.</p>	<p><u>The World</u> Looks closely at similarities, differences, patterns and change. Talk about the features of the immediate environment and how environments might vary from one another.</p>	<p><u>The World</u> Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p><u>The World</u> Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of the immediate environment and how environments might vary from one another.</p>	<p><u>The World</u> Talk about the features of the immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p><u>The World</u> Talk about the features of the immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</p>



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	<p><u>Technology:</u> <u>Exploring technology in the classroom</u> Complete a simple program on a computer.</p> <p>Sound buttons/ pegs. (Phase 1 sounds)</p> <p>Remote control cars. Use of cameras Autumn Walk.</p> <p>E-safety: Whole class E-safety rules.</p>	<p><u>Technology:</u> <u>Exploring using cameras and technology</u> Complete a simple program on a computer.</p> <p>Ipad: Mashcam Santa, Elf Purple Mash: Firework artwork</p> <p>E-safety: Discuss consent before taking a photograph</p>	<p><u>Technology</u> <u>Exploring technology in the classroom</u> Use ICT hardware to interact with age appropriate computer software.</p> <p>Ipad: playdough storytelling. Storyphones Microphones</p> <p>E-safety: Safer Internet Day E-safety Posters and activities</p>	<p><u>Technology</u> <u>Exploring technology in the classroom</u> Use ICT hardware to interact with age appropriate computer software.</p> <p>Ipad: playdough storytelling. Storyphones Microphones</p> <p>E-safety: Smartie the penguin how to be safe online.</p>	<p><u>Technology</u> <u>Exploring technology at home and in jobs.</u> Recognise that a range of technology is used in places such as homes and schools.</p> <p>Minimash Garden center. Bee bots Timelapse bean growth</p>	<p><u>Technology</u> Select and use technology for particular purposes.</p> <p>Minimash Farm Chromebooks login E-safety: Passwords</p>
Expressive Arts and Design	<p><u>Exploring Media and Materials</u> Begin to build a repertoire of songs and dances. Explore what happens when they mix colours. Experiment to create different textures.</p>	<p><u>Exploring Media and Materials</u> Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect.</p>	<p><u>Exploring Media and Materials</u> Explore the different sounds of instruments. Construct with a purpose in mind using a variety of resources. Use simple tools and techniques competently and appropriately.</p>	<p><u>Exploring Media and Materials</u> Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape assemble and join materials they are using.</p>	<p><u>Exploring Media and Materials</u> Sing songs, make music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Exploring Media and Materials</u> Sing songs, make music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

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	<p><u>Being Imaginative</u> Create simple representations of events, people and objects. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><u>Being Imaginative</u> Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose.</p>	<p><u>Being Imaginative</u> Introduce a storyline or narrative into play. Play alongside other children who are engaged in the same theme.</p>	<p><u>Being Imaginative</u> Play alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative.</p>	<p><u>Being Imaginative</u> Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>Being Imaginative</u> Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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