

Curriculum Overview Reception

Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
<ul style="list-style-type: none"> • Settling into full time school, routines and new classes • Independently using resources in the classroom • Make friendships and playing in groups • Forming good relationships with children and teachers • Share and take turns with others • Developing the confidence to select and use resources • Exploring different feelings of themselves and others – happy, sad, cross, scared, worried 	<ul style="list-style-type: none"> • Independently use resources in the classroom and outdoors • Beginning to play collaboratively as a group • Continuing to form good relationships with children and teachers • Take turns with resources independently. • Selecting resources and explaining why they have been selected • Discuss what a ‘bully’, listen and talk about stories 	<ul style="list-style-type: none"> • Take into account what others say • Able to explain own knowledge and understanding • Take steps to resolve conflicts with other children • Understands that own actions affect other people • Talk about their learning, what they have done well and what they can do to improve • Work collaboratively with peers taking into account each other’s’ ideas 	<ul style="list-style-type: none"> • Reflect on successes and achievements and feel good about their success • Understand the need for good behaviour, can talk about behaviour and its consequences • Discuss fair and unfair situations and how it affects how people feel • Develop confidence to speak in familiar group and talk about their ideas. • Getting ready for year 1

Communication & Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Attentive listening during large group and small group circle times • Developing spoken language • Recalling past experiences and talk about future events • Continuing to develop their vocabulary • Understanding and answering a range of questions – who, what, where, why, how • Understanding the use of objects e.g. what do we use to cut things? • Responding and understand verbal instructions • Using language to develop role play, stories and imagination • First 4 word aware concepts 	<ul style="list-style-type: none"> • Attentive listening during large group and small group circle times • Beginning to talk in complex sentences using because • Understanding present, past and future when talking • Continue to develop their vocabulary • Understand and answer a range of questions – who, what, where, why, how • Respond and understand verbal instructions containing 2 parts • Learn and change Talk4Writing story – Stickman • Taking part in Christmas Nativity. • Word aware concepts 	<ul style="list-style-type: none"> • Developing attention span and listens attentively • Understand ‘how and why’ questions • Listens to ideas expressed by others in conversation or discussion • Use language to imagine and recreate roles in play situations • Use talk to organise and clarify thinking and sequence ideas • Rehearse and retell – “How to catch a Star.” • Word aware concepts 	<ul style="list-style-type: none"> • Developing attention span and listens attentively • Understand ‘how and why’ questions • Listens to ideas expressed by others in conversation or discussion • Use language to imagine and recreate roles in play situations • Use talk to organise and clarify thinking and sequence ideas. • Rehearse and retell- “Jack and the Beanstalk” • Word aware concepts 	<ul style="list-style-type: none"> • Listen carefully in a range of situations e.g. in assemblies • Respond to stories with relevant comments and questions • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Express themselves effectively, using correct tense when talking about past, present and future • Rehearse and retell story– Little Red Riding Hood • Word aware concepts 	<ul style="list-style-type: none"> • Listen carefully in a range of situations e.g. in assemblies • Respond to stories with relevant comments and questions • Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events • Express themselves effectively, using correct tense when talking about past, present and future • Rehearse and retell story– Farmer Duck • Word aware concepts

Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Holding a pencil using a tripod grid • Beginning to write their own name • Using scissors with confidence • Dough disco, Squiggle and handwriting sessions • Putting on their coat independently • Using the toilet independently • Beginning to kick and throw balls confidently. <p>PE- Movement (beginning to move in a variety of ways)</p>	<ul style="list-style-type: none"> • Write own name with correct letter formation • Using scissors to cut around a shape • Handwriting sessions • Begin to position letters on the line • Put on own gloves • Mould & manipulate clay • Colour in neatly • Can talk about how to keep themselves healthy – healthy eating & hygiene <p>PE- Dance (Dance till you drop)</p>	<ul style="list-style-type: none"> • Uses a pencil and holds it to form clearly identifiable letters • Uses scissors to cut around a shape • Writing on single lines • Safely negotiating spaces around them • Aware of how exercise affects the body and why it's important to warm up before exercising <p>PE- Ball skills (Best of balls)</p>	<ul style="list-style-type: none"> • Uses a pencil and holds it to form clearly identifiable letters • Uses scissors to cut around a shape • Writing on single lines • Safely negotiating spaces around them • Aware of how exercise affects the body and why it's important to warm up before exercising <p>PE- Gymnastics (Jumping Jacks)</p>	<ul style="list-style-type: none"> • Cutting out more complex and irregular shapes • Forming all upper case and lower case letters correctly • Write numbers correctly • Writing is an appropriate size and is neatly presented • Writing on lines consistently. • Talking about the importance of a healthy diet and regular exercise • Can talk about how to stay safe in the sun <p>PE- Gymnastics (Gym in the Jungle)</p>	<ul style="list-style-type: none"> • Cutting out more complex and irregular shapes • Forming all upper case and lower case letters correctly • Write numbers correctly • Writing is an appropriate size and is neatly presented • Writing on lines consistently. • Talking about the importance of a healthy diet and regular exercise • Can talk about how to stay safe in the sun <p>PE- Sports day preparation (games the Olympics)</p>

Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Counting forwards and backwards from 1 - 20 Recognising numbers to 10 Ordering numbers 1-10 Matching numeral to quantity Touch counting a group of objects up to 10 Becoming familiar with numicon tiles to 10 Comparing quantities using language 'more' and 'fewer' Talk about the day, date and month Naming and describing all 2D shapes Using positional language 	<ul style="list-style-type: none"> Count forwards and backwards from 1 - 20 Recognising numbers to 15 Ordering numbers 1-15 Matching numeral to quantity Touch counting a group of objects up to 15 Recognising how many in a group without counting – subitizing Beginning to say the number that is one more Identify what the missing number in a sequence is Talk about the day, date and month Naming and describing 2D shapes. Capacity 	<ul style="list-style-type: none"> Read, order, count sets up to 20 Begin to write numbers to 20 correctly Counting forwards and backwards between two given numbers Understanding simple addition and subtraction calculations using 'count all' strategy Use symbols +, = to record calculations Use numicon to solve number calculations Order items by length, weight, capacity Using money language Halving 2D shapes Recognise 3D shapes and their properties 	<ul style="list-style-type: none"> Read, order, count sets up to 20 Begin to write numbers to 20 correctly Counting forwards and backwards between two given numbers Understanding simple addition and subtraction calculations using 'count all' strategy Use symbols +, = to record calculations Use numicon to solve number calculations Order items by length, weight, capacity Using money language Halving 2D shapes Recognise 3D shapes and their properties 	<ul style="list-style-type: none"> Read, write, order and counts sets up to 20 Say what is one more or one less than any number up to 20 Count in 2's up to 20, 5's up to 30 & 10's up to 100 Problem solve simple calculation problems using a range of strategies eg count on, count back, using a number line/track, jottings, objects and numicon Using symbols +, -, = to record calculations Solve problems practically using doubling, sharing and halving Begin to recognise number bonds to 10 and doubling numbers Begin to use numicon to partition numbers up to 20 Recognise, create 	<ul style="list-style-type: none"> Read, write, order and counts sets up to 20 Say what is one more or one less than any number up to 20 Count in 2's up to 20, 5's up to 30 & 10's up to 100 Problem solve simple calculation problems using a range of strategies eg count on, count back, using a number line/track, jottings, objects and numicon Using symbols +, -, = to record calculations Solve problems practically using doubling, sharing and halving Begin to recognise number bonds to 10 and doubling numbers Begin to use numicon to partition

				<p>and describe patterns including symmetry and more complex patterns</p> <ul style="list-style-type: none">• Develop understanding and mathematical language of 2D & 3D shapes• Concept of money – using money to buy things from a role-play shop	<p>numbers up to 20</p> <ul style="list-style-type: none">• Recognise, create and describe patterns including symmetry and more complex patterns• Develop understanding and mathematical language of 2D & 3D shapes <p>Concept of money – using money to buy things from a role-play shop</p>
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Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Consolidation of phonics listening activities • Beginning set 1 Read Write Inc phonics • Reading simple words • Writing a CVC word • Reading and write own name • Listening to stories and answer questions about what has been read • Discussing characters, events and settings in stories • Join in with repeated phrases in stories • Clapping the syllables in words • Recognising rhyme • T4W story- Little Red Hen 	<ul style="list-style-type: none"> • Recognising, saying and writing set 1 Read Write Inc sounds • Read a range of decodable words and captions • Read some red words • Writing simple CVC words and captions • Read and write own name (without name card) • Listen to stories and answer questions about what has been read • Discuss characters, events and settings in stories • Track words when reading with finger • T4W story- Stickman 	<ul style="list-style-type: none"> • Recognise, say and write set 1 and set 2 Read Write Inc sounds • Read a range of decodable words and captions • Read and write set 1 and set 2 Read Write Inc red words • Read sentences independently & begin to understand what has been read • Punctuation – capital letters, finger spaces, full stops • Write own sentences using punctuation with support • Write instructions using ‘bossy’ and time words • Draw storymaps for “How to Catch a Star” 	<ul style="list-style-type: none"> • Recognise, say and write set 1 and set 2 Read Write Inc sounds • Read a range of decodable words and captions • Read and write set 1 and set 2 Read Write Inc red words • Read sentences independently & begin to understand what has been read • Punctuation – capital letters, finger spaces, full stops • Write own sentences using punctuation with support • Write instructions using ‘bossy’ and time words • Draw storymaps for “Jack and the Beanstalk” 	<ul style="list-style-type: none"> • Phonics – Set 1,2 and 3 Read Write Inc phonics • Read and understand sentences and books • Develop understanding of what they have read through recall and discussion about text • Answer questions about the text and find the answer in the text • Can explain the difference between fiction and non-fiction books • Drawing story maps to retell stories – Little Red Riding Hood • Write sentences independently using correct punctuation – capital letter, finger spaces, 	<ul style="list-style-type: none"> • Phonics – Set 1,2 and 3 Read Write Inc phonics • Read and understand sentences and books • Develop understanding of what they have read through recall and discussion about text • Answer questions about the text and find the answer in the text • Can explain the difference between fiction and non-fiction books • Drawing story maps to retell stories – Farmer Duck • Write sentences independently using correct punctuation – capital letter, finger spaces,

				<p>full stop</p> <ul style="list-style-type: none">• Write for a range of purposes eg recounts, short stories, information sentences about animals & minibeasts• Write recounts of weekend news and trips• Begin to use connectives in sentences to make them longer and more complex eg and, so, when, because	<p>full stop</p> <ul style="list-style-type: none">• Write for a range of purposes eg recounts, short stories, information sentences about animals & minibeasts• Write recounts of weekend news and trips• Begin to use connectives in sentences to make them longer and more complex eg and, so, when, because
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Understanding of the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> All about me What is Autumn? What changes have happened to me? 	<p>What are my senses? What is Diwali? How to we celebrate Christmas?</p>	<p>What is winter? What is a reversible and irreversible change?</p> <p>Using age appropriate computer software</p> <p>Being aware of being safe online</p>	<p>Celebrations- Easter, Mother's day, World book day and Chinese new Year.</p> <ul style="list-style-type: none"> What is Easter? <p>Exploring melting</p> <p>Using age appropriate computer software</p> <p>Being aware of being safe online</p>	<p>What animals live on the farm? What happens when we plant a seed? What minibeasts might we find outdoors?</p> <p>Using age appropriate computer software</p> <p>Being aware of being safe online</p>	<p>What is summer? What events do I celebrate? How do animals grow and change?</p> <p>Using age appropriate computer software</p> <p>Being aware of being safe online</p>

Expressive Arts & Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Autumn 1 rhyme time songs • Exploring and name a range of musical instruments • Using instruments to tap out a steady beat • Use role play areas to act out life experiences – home corner, supermarket and doctors • Painting recognisable pictures • Using a range of media to create pictures e.g. feathers, straws, collage, sequins • Use junk modelling to create models • Manipulate play dough to achieve a planned effect 	<ul style="list-style-type: none"> • Autumn 2 rhyme time songs • Learn and sing a range of songs for the Christmas play • Explore, play and name a range of musical instruments • Use role play areas to act out life experiences – doctors, supermarket and Santa’s workshop • Print repeating patterns pictures • Explore a range of media and joining techniques to create a photo frame • Explore printing to make a Christmas card 	<ul style="list-style-type: none"> • Spring 1 rhyme time songs • Manipulate materials eg dough, clay to achieved a planned effect • Construct with a purpose in mind and adapt work where necessary • Creating movements in response to music • Use of watercolour paint and compare the colour and texture to other paint • Recognising long, short, high and low sounds when played on different instruments 	<ul style="list-style-type: none"> • Spring 2 rhyme time songs • Manipulate materials e.g. dough, clay to achieved a planned effect • Construct with a purpose in mind and adapt work where necessary • Creating movements in response to music • Learning songs for our Mothers day assembly. • Use of watercolour paint and compare the colour and texture to other paint • Recognise long, short, high and low sounds when played on different instruments 	<ul style="list-style-type: none"> • Summer 1 rhyme time songs • Explore how sounds can be changed and played at different speeds • Represent ideas, thoughts and feeling through a range of activities • Develop observational drawing skills • Combine different media to create pictures and artwork 	<ul style="list-style-type: none"> • Summer 2 rhyme time songs • Explore how sounds can be changed and played at different speeds • Represent ideas, thoughts and feeling through a range of activities • Develop observational drawing skills • Combine different media to create pictures and artwork