

Curriculum Overview Reception

Autumn	Spring	Summer
<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 • Beginning to play collaboratively as a group • 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 • Selecting resources and explaining why they have been selected • Discuss what a 'bully' is, listen and talk about stories • Jigsaw - Being me in my world and celebrating differences. • <i>Emotional wellbeing- Children know who they are, where they fit in, feel good about themselves, develop respect for others, social competence and positive disposition for learning.</i> 	<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 • Jigsaw- Dreams and goals and healthy me • <i>Emotional wellbeing- Children know who they are, where they fit in, feel good about themselves, develop respect for others, social competence and positive disposition for learning.</i> 	<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. • Jigsaw- Relationships and changing me • Getting ready for year 1- visiting new class and having the opportunity to meet their new teacher. What are we worried about? • <i>Emotional wellbeing- Children know who they are, where they fit in, feel good about themselves, develop respect for others, social competence and positive disposition for learning.</i>

Communication & Language

Autumn	Spring	Summer
<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 • Beginning to talk in complex sentences using because • Understanding the use of objects e.g. what do we use to cut things? • Responding and understand verbal instructions containing 2 parts • Using language to develop role play, stories and imagination • Talk 4 writing- The Little Red Hen and Stickman • Taking part in Christmas Nativity. • <i>Begins to think and talk through thoughts, feelings and ideas in order to communicate needs- personal needs, social talk, daily routine, experiences and activities.</i> 	<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” and “Jack and the Beanstalk.” • <i>To think and talk through thoughts, feelings and ideas in order to communicate needs- personal needs, social talk, daily routine, experiences and activities.</i> • <i>Asks and answers questions appropriately</i> • <i>Gives a 1 or 2 part instruction</i> • <i>Asks to clarify</i> • <i>Begins to convey more complex messages.</i> 	<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 and Farmer Duck. • <i>To think and talk through thoughts, feelings and ideas in order to communicate needs- personal needs, social talk, daily routine, experiences and activities.</i> • <i>Asks and answers questions appropriately</i> • <i>Gives a 2 or 3 part instruction</i> • <i>Asks to clarify</i> • <i>Begins to convey more complex messages.</i> • <i>Recounts experiences</i> • <i>Can reason and argue their own point of view</i>

Physical Development

Autumn	Spring	Summer
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Fine motor:

- Holding a pencil using a tripod grid
- Beginning to write their own name
- Beginning to position letters on the line
- Using scissors with confidence
- Dough disco, Squiggle and handwriting sessions
- Mould & manipulate clay

Gross motor:

- Beginning to kick and throw balls confidently.
- Experiments with different ways of moving
- Safely negotiating the spaces around them
- Travels around, under, over and through balancing and climbing equipment
- *Can understand a range of vocabulary e.g. stop, still, slow, quickly.*
- *Observes and explores moving in a variety of ways e.g. walking on their heels, hopping on alternate feet, travelling forwards, backwards and sideward.*
- *Copies movements during copy the leader activities.*

Health and self-care

- Putting on their coat independently
- Put on own gloves
- Using the toilet independently
- Can talk about how to keep themselves healthy – healthy eating & hygiene
- *Shows awareness of how to keep safe both at school and at home.*
- *Begins to talk about body change during physical exercise.*
- *To explore food from a range of different cultures and religions*

Fine motor:

- Uses a pencil and holds it to form clearly identifiable letters
- Uses scissors to cut around a shape
- Writing on single lines
- *To complete a range of hand movements e.g. shading, smudging, sprinkling, sculpting, bending, stapling and weaving*

Gross motor:

- Safely negotiating spaces around them
- To push, pat, throw, catch and kick a ball.
- Experiments with different ways of moving
- Safely negotiating the spaces around them
- Travels around, under, over and through balancing and climbing equipment
- *Rolling from different starting points e.g. tuck, log roll and standing to tuck roll.*
- *Jumps across, cover, onto and off climbing apparatus.*
- *Begins to be able to dribble a ball.*
- *Balances along a narrow pathway with a beanbag on their head.*

Health and self-care

- Aware of how exercise affects the body and why it's important to warm up before exercising
- Understands how to store and transport resources safely.
- Practices some appropriate safety measures without direct supervision.
- *Understands the need to take exercise and the effect that it has on their body.*
- *Begins to name food and sort them into foods for are good for us.*
- *Compares different smells, tastes, textures, sight and sounds.*

Fine motor

- 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.

Gross motor:

- Safely negotiating spaces around them
- To push, pat, throw, catch and kick a ball.
- Experiments with different ways of moving
- Safely negotiating the spaces around them
- Travels around, under, over and through balancing and climbing equipment
- Sports day preparation
- *To recognise some body actions e.g. floppy, tense, pause, floating and charging.*
- *To complete a range of complex moves e.g. hopping, skipping and peddling.*

Health and self-care

- Aware of how exercise affects the body and why it's important to warm up before exercising
- Understands how to store and transport resources safely.
- *To talk about environmental health e.g. safety in the sun, controlling body temperature, hydration and dehydration.*
- *Be aware of who can keep us safe and healthy.*
- *Raise children's awareness of risk e.g. medicines, matches, ovens, glass, knives and electricity.*

Mathematics

Autumn	Spring	Summer
<ul style="list-style-type: none"> Counting forwards and backwards from 1 - 20 Recognising numbers to 15 Ordering numbers 1-10 Matching numeral to quantity Touch counting a group of objects up to 10 Becoming familiar with numicon tiles to 10 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 Comparing quantities using language ‘more’ and ‘fewer’ Talk about the day, date and month Naming and describing all 2D shapes Using positional language Capacity <i>To recognise none and zero in stories, rhymes and counting.</i> <i>Begin to record numbers during mark making activities.</i> <i>Begin to use the language of money during role play.</i> <i>Begin to sort and match objects and pictures.</i> <i>Begin to solve problems e.g. what can we try next?</i> 	<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 <i>Begin to count in 10’s and 5’s</i> <i>To order a given set of numbers correctly.</i> <i>Begin to record numbers using tally charts</i> <i>To use ordinal numbers e.g. the day on the calendar and who is first in the line.</i> <i>Begin to estimate quantities.</i> <i>Begins to compare three sets of objects saying which has the most.</i> <i>During the day children will become more aware of ‘o’clock’ to talk about time.</i> <i>Solves mathematical problems, justifying their decisions.</i> 	<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 and describe patterns including symmetry and more complex patterns Develop understanding and mathematical language of 2D & 3D shapes Concept of money – using money to buy things from a role-play shop <i>Consolidate counting in 10’s and 5’s. Extension counting in 2’s</i> <i>Records numerals to 20</i> <i>To say which number lies between two given numbers</i> <i>Estimates how many objects they think their might be.</i> <i>Compares groups of objects to 20.</i> <i>Consolidate children’s awareness of number bonds.</i> <i>Works out how many more are needed to make a larger number.</i> <i>Children talk about their own personal clock in relation to what they do at different times of the day.</i> <i>Estimates and predicts in problem solving with increased confidence and numbers to 20 and beyond.</i>

Literacy

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<ul style="list-style-type: none"> • Consolidation of phonics listening activities • Recognising, saying and writing set 1 Read Write Inc sounds • Reading simple words • Writing a CVC word • Read a range of decodable words and captions • Reading and write own name • Listening to stories and answer questions about what has been read • Discussing characters, events and settings in stories • Track words when reading with finger • Join in with repeated phrases in stories • Clapping the syllables in words • Recognising rhyme • T4W story- Little Red Hen and Stickman • <i>Children express their own personal opinions about characters events and settings within a story.</i> • <i>Uses non-fiction to explore and develop thinking related to the book being learnt.</i> • <i>To identify the repeated phrases within a story.</i> • <i>To talk about what is happening at the beginning, middle and end of a story.</i> • <i>Writes own name and other words from memory.</i> 	<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” and “Jack and the Beanstalk.” • <i>Can talk about the illustrator and author within a text.</i> • <i>To name a favourite author, read and talk about some of the books they have written.</i> • <i>Use a simple story to ask and respond to appropriate questions.</i> • <i>Shows awareness of a contents page and what a contents page is used for.</i> • <i>To recognise words in a story book that has been read to them.</i> • <i>To dictate a simple caption or sentence that they are going to attempt to write.</i> 	<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 and Farmer Duck • Write sentences independently using correct punctuation – capital letter, finger spaces, full stop • 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

Understanding of the World

Autumn	Spring	Summer
<p>Science - What is the weather like today?</p> <ul style="list-style-type: none"> • Comments and asks questions about the world around them. • To talk about the things they have observed • To talk about how and why things work. • To talk about growth and changes over time. • To begin to recognise similarities and differences. • Through investigation the children will- ask and raise questions, predict might happen next, observe, describe and discuss and compare by looking at similarities and differences. • To talk about the features of human beings • To talk about external body parts and how they move. • To talk about healthy living e.g. hygiene, food and rest. • To look at changes in light- shade and dark, hot and cold, wet and dry. <p>History -</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of others. • Use the timetable in class so children develop an idea of time. • Talk about their own personal timeline e.g. birthdays, family celebrations and starting school. • Use vocabulary related to time e.g. new, past, present, future, now, then, next, after that and finally. • Sequence and order events in their own lives e.g. birth to 5. • Explore summer, winter, autumn and spring and the changes that happen over time. 	<p>Science- Minibeasts- What do they look like and where do they live?</p> <ul style="list-style-type: none"> • To recognise similarities and differences. • To recognise pattern and change • Through investigation children will- explore and observe, sort objects, sequence, ask and raise questions, predict, discuss and describe, examine objects to find out more, look at similarities and differences and use appropriate vocabulary. • Recognise name and describe materials • To talk about and predict changes in everyday materials e.g. heated, cooled and wet. • To talk about plant growth • Discuss similarities and differences between plants • Discuss and record plant growth <p>History - Who is in my family tree?</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of others. • Use the timetable in class so children develop an idea of time. • Talk about their own personal timeline e.g. birthdays, family celebrations and starting school. • Use vocabulary related to time e.g. new, past, present, future, now, then, next, after that and finally. • Sequence and order events in their own lives e.g. birth to 5. • Explore summer, winter, autumn and spring and the changes that happen over time. • Develop an awareness of months of the 	<p>Science - What animals live on the farm? What plants grow on the farm?</p> <ul style="list-style-type: none"> • To recognise similarities and differences. • To recognise pattern and change • Through investigation children will- explore and observe, sort objects, sequence, ask and raise questions, predict, discuss and describe, examine objects to find out more, look at similarities and differences and use appropriate vocabulary. • Observe, describe and classify the simple features of animals • Observe and discuss different habitats • Create lifecycles for a variety of animals <p>History- How do my clothes change as I grow?</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of others. • Transition events between key stages. • Use the timetable in class so children develop an idea of time. • Talk about their own personal timeline e.g. birthdays, family celebrations and starting school. • Use vocabulary related to time e.g. new, past, present, future, now, then, next, after that and finally. • Sequence and order events in their own lives e.g. birth to 5. • Explore summer, winter, autumn and spring and the changes that happen over time. • Develop an awareness of months of the year

<ul style="list-style-type: none"> • Develop an awareness of months of the year <p>Geography -</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and the people in their community. • They look closely at similarities, differences, pattern and change. • They look closely at the key features of their setting e.g. indoor and outdoor. • Look closely at maps and discuss what is the same and different. • Understand season weather change • Look at mapping the school environment e.g. role play area, reading area. <p>RE -</p> <ul style="list-style-type: none"> • Show interest in the lives of people familiar to them. • Remembers and talks about significant times in their own lives. • Recognises similarities and differences between themselves and others. • Encourage visitors to come in and talk about their own religions. • Look at books and videos about different cultures. • Celebrations- Harvest, Diwali, Christmas. <p>ICT -</p> <ul style="list-style-type: none"> • Completes a simple computer program • Use ICT hardware to interact with age appropriate software • Begins to find out about and identify uses for everyday ICT resources. • Uses technological language to describe actions e.g. double click, fast forward and rewind. • Use ICT to support the development of writing. 	<p>year</p> <p>Geography -</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and the people in their community. • They look closely at similarities, differences, pattern and change. • They look closely at the features of the local environment • To understand the key roles of adults in the local environment. • Look closely at maps and discuss what is the same and different. • Understand season weather change <p>RE -</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Encourage visitors to come in and talk about their own religions. • Look at books and videos about different cultures. • Look at available artefacts and products related to the topic. • Celebrations - Chinese New Year, Shrove Tuesday, Ash Wednesday, St Patricks day, Easter. <p>ICT -</p> <ul style="list-style-type: none"> • Completes a simple computer program • Use ICT hardware to interact with age appropriate software • Provide opportunities for ICT skills to be developed across areas of learning e.g. keyboard links. • Children to have opportunities to talk about ICT in the environment around them e.g. traffic lights, telephones, street lights and barcode scanners. 	<p>Geography - Where in the world would we like to visit?</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and the people in their community. • They look closely at similarities, differences, pattern and change. • They look closely at the features of the local environment • To understand the key roles of adults in the local environment. • Look closely at maps and discuss what is the same and different. • Understand season weather change <p>RE</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • To talk about past and present events in their own lives and in the lives of others. • They are sensitive to other communities and traditions. • They know the difference between themselves and others. • Encourage visitors to come in and talk about their own religions. • Look at books and videos about different cultures. • Look at available artefacts and products related to the topic. • Explore different languages, dress and customs. <p>ICT</p> <ul style="list-style-type: none"> • Completes a simple computer program • Use ICT hardware to interact with age appropriate software • Continue to provide opportunities to develop ICT across the curriculum e.g. writing. • Children to have opportunities to talk about ICT in the environment around them e.g. traffic lights, telephones, street lights and barcode scanners. • Children to show their peers how to use ICT equipment. • They look closely at images using ICT resources • They talk about their ICT resources e.g. ipads.
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Expressive Arts & Design

Autumn	Spring	Summer
Music - <ul style="list-style-type: none"> Autumn 1 and 2 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 Learning songs for the Christmas play. Listen to a range of musical extracts and talk about their thoughts. Explore musical elements- long/short, high/ low, fast/slow and loud and quiet. Art - <ul style="list-style-type: none"> Painting recognisable pictures Using a range of media to create pictures e.g. feathers, straws, collage, sequins Use junk modelling to create models Print repeating patterns pictures Manipulate play dough to achieve a planned effect Explore printing to make a Christmas card Explore primary and secondary colours. Explore a variety of paint types e.g. block, powder. Explore painting techniques e.g. using fingers, brushes, marbling. Use techniques - plaiting, twisting, printing and knitting. D&T - <ul style="list-style-type: none"> Manipulates materials to create a planned effect. Constructs with a purpose in mind. Uses simple tools and techniques to achieve a planned effect. Adapts work where necessary. 	Music - <ul style="list-style-type: none"> Spring 1 and 2 rhyme time songs Recognising long, short, high and low sounds when played on different instruments Learning songs for our Mother's day assembly. Creating movements in response to music Listen to a range of musical extracts and talk about their thoughts. Explore musical elements- long/short, high/ low, fast/slow and loud and quiet. Art - <ul style="list-style-type: none"> Manipulate materials eg dough, clay to achieved a planned effect Construct with a purpose in mind and adapt work where necessary Use of watercolour paint and compare the colour and texture to other paint Explore primary and secondary colours. Explore a variety of paint types e.g. block, powder. Explore painting techniques e.g. using fingers, brushes, marbling. Use techniques- plaiting, twisting, printing and knitting. Use texture to create pictures. D&T - <ul style="list-style-type: none"> Manipulates materials to create a planned effect. Constructs with a purpose in mind. Uses simple tools and techniques to achieve a planned effect. 	Music - <ul style="list-style-type: none"> Summer 1 and 2 rhyme time songs Explore how sounds can be changed and played at different speeds Children will- recognise how sounds can be made and changed, create musical tunes in response to a song, recognise and repeat sounds, match movement to music and develop musical vocabulary. Art - <ul style="list-style-type: none"> Represent ideas, thoughts and feeling through a range of activities Develop observational drawing skills Combine different media to create pictures and artwork Represent ideas, thoughts and feeling through a range of activities Develop observational drawing skills Combine different media to create pictures and artwork Explore primary and secondary colours. Explore a variety of paint types e.g. block, powder. Explore painting techniques e.g. using fingers, brushes, marbling. Use techniques- plaiting, twisting, printing and knitting. Use texture to create pictures. D&T - <ul style="list-style-type: none"> Manipulates materials to create a planned effect. Constructs with a purpose in mind. Uses simple tools and techniques to achieve a

<ul style="list-style-type: none"> • Selects tools and techniques to shape, assemble and join materials. • Model correct and safe ways to use tools. • Provide a wide range of challenging resources to construct with. • Involve children in decision making process when constructing. • Look at objects to support the designing of creations. 	<ul style="list-style-type: none"> • Adapts work where necessary. • Selects tools and techniques to shape, assemble and join materials. • Model correct and safe ways to use tools. • Provide a wide range of challenging resources to construct with. • Involve children in decision making process when constructing. • Look at objects to support the designing of creations. 	<p>planned effect.</p> <ul style="list-style-type: none"> • Adapts work where necessary. • Selects tools and techniques to shape, assemble and join materials. • They safely use and explore a variety of materials, tools and techniques. • Model correct and safe ways to use tools. • Provide a wide range of challenging resources to construct with. • Involve children in decision making process when constructing. • Look at objects to support the designing of creations. • Practitioners to model and extend the range of techniques e.g. cutting, joining and finishing.
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