



Bloxwich Academy
 'Be The Best You Can Be'

Curriculum Framework Overview Reception (2023/24)

Curriculum Drivers

Culture – growth mindset, high standards, aspirational **Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums
Environment – independent learning, extensive vocabulary, incidental learning, developing cultural capital

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Me and My Community Exploring Autumn Introduction	Exploring Autumn Sparkle and Shine	Wonderland Starry Night	Dangerous Dinosaurs Puddles and Rainbows	Sunshine and Flowers Shadows and Reflections	Wide World Moving On
Cultural Capital	Reception showcase Me and My Community People who help us visitors Christmas craft workshop	Autumn walk Diwali speaker	Winter Wonderland day	Dinosaur visit	Farm visit	Visiting year 1 classes
Topic Titles	Me and My Community	Exploring Autumn	Winter Wonderland	Dangerous Dinosaurs	Sunshine and Sunflowers	Big, Wild World

Focus Text	Little Red Hen	Stickman	The Gruffalo's Child	The Dirty Great Dinosaur	Jack and the Beanstalk	We're Going on a Lion Hunt
Literacy - Reading	<p>Recap the meaning of print</p> <p>Rhyming</p> <p>Clapping syllables in words</p> <p>Oral blending CVC/CVCC words (Fred games)</p> <p>Beginning to read initial sounds/CVC words</p> <p>Recognising words with the same initial sound</p> <p>Daily story voting (reading for pleasure)</p> <p>RWI set 1 sounds</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>RWI set 1 and 2 sounds (dependent on the child's phonics group)</p> <p>Reading CVC/CVCC words</p> <p>Beginning to read some common exception words</p> <p>Begin to read captions and short sentences in books (dependent on the child's phonics group)</p> <p>Blending in their head (Fred in your head)</p> <p>Begin to read with expression</p> <p>Reading comprehension skills</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>RWI set 1 and 2 sounds (dependent on the child's phonics group)</p> <p>Reading CVC/CVCC words</p> <p>Beginning to read some common exception words</p> <p>Begin to read captions and short sentences in books (dependent on the child's phonics group)</p> <p>Blending in their head (Fred in your head)</p> <p>Begin to read with expression</p> <p>Reading comprehension skills</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>RWI set 2 and 3 sounds (dependent on the child's phonics group)</p> <p>Reading longer words</p> <p>Confidently read decodable books by blending in their head (Fred in your head) and saying the sentence out loud.</p> <p>Reading with increased fluency</p> <p>Using expression when reading</p> <p>Engaging in both fiction and non-fiction texts</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>RWI set 2 and 3 sounds (dependent on the child's phonics group)</p> <p>Reading longer words</p> <p>Confidently read decodable books by blending in their head (Fred in your head) and saying the sentence out loud.</p> <p>Reading with increased fluency</p> <p>Using expression when reading</p> <p>Engaging in both fiction and non-fiction texts</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>	<p>RWI set 2 and 3 sounds (dependent on the child's phonics group)</p> <p>Reading longer words</p> <p>Confidently read decodable books by blending in their head (Fred in your head) and saying the sentence out loud.</p> <p>Reading with increased fluency</p> <p>Using expression when reading</p> <p>Engaging in both fiction and non-fiction texts</p> <p>Daily story voting (reading for pleasure)</p> <p>Learn and use new vocabulary acquired in this terms focus texts</p>
Literacy - Writing	<p>Write their name</p> <p>Write the initial sounds in words</p> <p>Write some sounds accurately by orally segmenting phonemes in CVC words</p> <p>Drawing- giving meaning to marks</p> <p>Labelling pictures</p> <p>Drawing story maps for this terms focus texts</p> <p>Practising early writing through role play e.g. shopping lists (writing for a purpose)</p> <p>Writing a simple list e.g. Christmas list</p>	<p>Writing most lowercase letters with the correct formation</p> <p>Writing CVC/CVCC words independently</p> <p>Beginning to write longer words by using their Fred fingers</p> <p>Writing captions using finger spaces with confidence</p> <p>Beginning to write simple sentences</p> <p>Beginning to use common exception words in sentence writing</p> <p>Drawing story maps for this terms focus texts</p> <p>Speech bubbles for the characters in the story</p>	<p>Writing most lowercase letters with the correct formation</p> <p>Writing CVC/CVCC words independently</p> <p>Beginning to write longer words by using their Fred fingers</p> <p>Writing captions using finger spaces with confidence</p> <p>Beginning to write simple sentences</p> <p>Beginning to use common exception words in sentence writing</p> <p>Drawing story maps for this terms focus texts</p> <p>Speech bubbles for the characters in the story</p>	<p>Forming both upper and lowercase letters correctly</p> <p>Confidently writing sentences with capital letters, finger spaces and full stops</p> <p>Confidently using common exception words when writing sentences</p> <p>Drawing story maps for this terms focus texts</p> <p>Postcards</p> <p>Sequencing events</p> <p>Summer 1- Instructions and non-fiction facts- how to plant a seed</p> <p>Summer 2- Recount: school trip and the journey of We're Going on a Lion Hunt</p>	<p>Forming both upper and lowercase letters correctly</p> <p>Confidently writing sentences with capital letters, finger spaces and full stops</p> <p>Confidently using common exception words when writing sentences</p> <p>Drawing story maps for this terms focus texts</p> <p>Postcards</p> <p>Sequencing events</p> <p>Summer 1- Instructions and non-fiction facts- how to plant a seed</p> <p>Summer 2- Recount: school trip and the journey of We're Going on a Lion Hunt</p>	<p>Forming both upper and lowercase letters correctly</p> <p>Confidently writing sentences with capital letters, finger spaces and full stops</p> <p>Confidently using common exception words when writing sentences</p> <p>Drawing story maps for this terms focus texts</p> <p>Postcards</p> <p>Sequencing events</p> <p>Summer 1- Instructions and non-fiction facts- how to plant a seed</p> <p>Summer 2- Recount: school trip and the journey of We're Going on a Lion Hunt</p>

			<p>Non-fiction facts about dinosaurs</p> <p>Descriptive writing about the characters</p> <p>Spring 2- Writing recipes (making a treat for the dinosaur)</p>			
Maths	Number	Number	Number	Number	Number	Number
	<p>Showing awareness of early subitising-recognising 3</p> <p>Reciting numbers to 10</p> <p>Representing numbers on their fingers</p> <p>Begins to make marks to represent numbers</p> <p>Compares more than and fewer than</p>	<p>Continues to be aware of subitising with numbers to 5</p> <p>Counting objects, actions and sounds</p> <p>Represents numbers to 10 on their fingers</p> <p>Counts to 10 and beyond</p> <p>Compares numbers</p>	<p>Counts objects, actions and sounds</p> <p>Can recognise subitising to 5</p> <p>Begins to order numbers</p> <p>Begins to count to 20</p> <p>Continues to compare numbers</p> <p>Can begin to say one more/less with numbers to 10</p> <p>Begins to recall number bonds to 10</p>	<p>Counts objects, actions and sounds</p> <p>Can recognize subitising to 5</p> <p>Orders numbers to 10</p> <p>Begins to count to 20</p> <p>Continues to compare numbers</p> <p>Can begin to say one more/less with numbers to 10</p> <p>Can recall number bonds to 10</p>	<p>Can recognise subitising to 5 and beyond</p> <p>Says the number bonds to 5 and then 10</p> <p>Can say doubling facts Verbally counts to 20</p> <p>Compares qualities up to 10 in different contexts</p> <p>Can recognise when an amount is greater than, less than or the same as other quantities</p> <p>Begins to recognise odd and even numbers</p>	<p>Can recognise subitising to 5 and beyond</p> <p>Says the number bonds to 5 and then 10</p> <p>Can say doubling facts Verbally counts to 20</p> <p>Compares qualities up to 10 in different contexts</p> <p>Can recognise when an amount is greater than, less than or the same as other quantities</p> <p>Begins to recognise odd and even numbers</p>
	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure	Shape, space and measure
	<p>Begins to talk about 2D shapes</p> <p>Understanding positional language</p>	<p>Names and describes 2D shapes</p> <p>Uses positional language</p>	<p>Names and describes 2D and some 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p>

		<p>Makes comparisons relating to size, length, weight and capacity</p> <p>Combines shapes to create new ones</p> <p>Recognises patterns around them e.g. spotty.</p> <p>Creates simple patterns</p>	<p>Begin to recognise that shapes can have other shapes within them</p>	<p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>	<p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>	<p>Begin to recognise that shapes can have other shapes within them</p> <p>Compares weight, length and capacity</p>
	<p>White Rose</p> <p>Autumn week 4,5 and 6- just like me</p>	<p>White Rose</p> <p>Autumn week 7, 8 and 9- It is me 1,2,3</p> <p>Autumn week 10, 11 and 12- light and dark</p>	<p>White Rose</p> <p>Spring week 1, 2 and 3- Alive in 5</p> <p>Spring week 4, 5 and 6- Grow 6, 7 and 8</p>	<p>White Rose</p> <p>Spring week 7, 8 and 9- Building 9 and 10</p> <p>Followed by consolidation</p>	<p>White Rose</p> <p>Summer week 1, 2 and 3- To 20 and beyond</p> <p>Summer week 4, 5 and 6- First, then, now</p>	<p>White Rose</p>
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	<p>Gross Motor (movement, balancing, riding, and ball skills, moving in a variety of ways - rolling, crawling, walking, jumping, running, hopping, skipping and climbing, developing fluency in movements)</p> <p>Fine Motor (holding a pencil with a comfortable grip, choosing a dominant hand, using scissors and beginning to write letters, using paintbrushes, scissors, knives, forks and spoons)</p> <p>Health and Self-care (begins to be aware of the need for exercise, healthy eating, brushing teeth, a sensible amount of screen time, good sleep routines and being a safe pedestrian)</p>		<p>Gross Motor (developing body-strength, balance, co-ordination, and agility, developing ball skills- throwing, catching, kicking, passing, batting and aiming, dance and gymnastics, using large and small apparatus indoors and outdoors)</p> <p>Fine Motor (using pencils for drawing and writing, using paintbrushes, scissors, knives, forks and spoons, developing a handwriting style which is fast, accurate and efficient)</p> <p>Health and Self-care (further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene)</p>		<p>Gross Motor (negotiating spaces and obstacles with consideration for themselves and others, developing strength, balance and co-ordination when playing, sports day)</p> <p>Fine Motor (holds a pencil for fluent writing using the tripod grip, uses small tools including scissors, paintbrushes and cutlery, shows accuracy and care when drawing)</p> <p>Health and Self-care (further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene, sun safety)</p>	

Understanding of the World

Autumn 1 - Me and my Community

Engage - Our school community for reception

Me and my Family

Let's be friends

People who help us

Innovate - Helping bear

Autumn 2 - Exploring Autumn

Engage - Woodland walk

Develop 1 - Autumn themed enhancements/discussions

Continue with develop activities and monitor further changes in the environment.

Innovate - Make a leaf man book

Express - Present the work the children have completed.

Sparkle and Shine

Engage - Explore celebrations the children are aware of

Develop 1 - Explore Diwali, Bonfire night, Advent and Christmas

Innovate - Make a diva lamp

Express - Have a light parade for Diwali

Spring 1 - Starry Night

Engage - Comparing day and night

Develop 1 - Time for bed (peace at last)

Develop 2 - Night owls (Owl Babies)

Develop 3 - Out in Space (How to Catch a Star)

Innovate - Tessa Bear Can't get to Sleep

Express - Collage of day and night

Winter Wonderland

Engage - Winter enhancements and walk

Develop 1 - Winter enhancement and discussions

Innovate - Make winter bird food cakes

Express - Share photos of the project

Spring 2 - Dangerous Dinosaurs

Engage - Use morpho to create a video of a dinosaur visiting the class. Leave dinosaur prints around.

Develop 1 - Discuss how dinosaurs were around a long time ago. Use the Dear Dinosaur text.

Develop 2 - Introduce facts or fiction. Can children use the vocabulary carnivore and herbivore?

Develop 3 - Read the cave baby text and complete creative activities.

Innovate - Design a dinosaur

Express - Create a factbook with photos of children's experiences.

Summer 1 - Sunshine and Sunflowers

Engage - Explore the local environment

Develop 1 - Grow a garden

Develop 2 - Garden explorers/minibeasts

Develop 3 - Fun in the Sun

Innovate - Plan a picnic

Create a book of learning

Shadows and Reflections

Engage - Go on a reflection hunt around school.

Develop 1 - Explore shadows and mirrors.

Introduce symmetry.

Innovate - Explore a variety of materials. Make a suncatcher.

Express - Make a reflections book and quotes from the children about their findings.

Summer 2 - Big Wide World

Engage - Consider a visit to the safari park (what animals can we see? What different types of transport can we spot during our journey?)

Develop 1 - Exploring different countries of the world

Develop 2 - Exploring the life of children who live in other countries.

		<p style="text-align: center;">Puddles and Rainbows</p> <p>Engage - Go on a welly walk and identify colours in the environment. Talk about weather changes.</p> <p>Develop 1 - Explore weather, colour, seasons, and waterproof materials.</p> <p>Innovate - Explore spring weather fiction texts.</p> <p>Express - Invite parents to a springtime assembly. Combine with Easter bonnet parade?</p>	<p>Develop 3 - What animals live in different countries? How can we take care of them?</p> <p>Innovate - Plan a trip to an exciting destination.</p> <p>Express - Children to experience life in another country e.g., tasting food, dancing, and making flags.</p> <p style="text-align: center;">Moving on</p> <p>Engage - Visit to the year 1 classroom</p> <p>Develop 1 - Memories of reception</p> <p>Innovate - My favourite part of reception</p> <p>Express - Sharing special memories</p>
<p style="text-align: center;">Expressive Arts and Design</p>	<p style="text-align: center;">Autumn 1- Drawing and Painting</p> <p>Children draw with increasing complexity e.g. adding facial features to a circle shape</p> <p style="text-align: center;">Explore colour and colour mixing</p> <p style="text-align: center;">Autumn 2 - Clay and Collage</p> <p>Uses tools confidently for specific purposes (keeping an outcome in mind)</p> <p>Christmas play- singing and performing a role</p>	<p style="text-align: center;">Autumn 1 - Singing</p> <p>Encourage children to sing in a group or on their own, matching the pitch and melody</p> <p style="text-align: center;">Autumn 2 - Dance/performance</p> <p>Children express their feelings and responses through dance and performance arts.</p>	<p style="text-align: center;">Autumn 1 – Performance</p> <p>Using props and materials to create stories</p> <p>They invent, adapt and recount narratives</p> <p style="text-align: center;">Autumn 2 – Project</p> <p>Children decide on something they want to make, design, make and explain the process they had to complete</p>