



**Bloxwich Academy**  
 'Be The Best You Can Be'

### Curriculum Framework Overview Reception (2024/25)

#### 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
<b>Project</b>	Me and My Community	Exploring Autumn Sparkle and Shine	Winter Wonderland	Amazing Animals	The Great Outdoors	Big Wide World
<b>Cultural Capital</b>	Reception showcase People who help us visitors	Autumn walk Diwali day- Food tasting, Mehndi, crafts and Bollywood dancing Christmas craft workshop Christmas nativity play	Winter Wonderland day	Animal man visit Visit from the vet Trip to Ash End House Children's Farm	Camping day- Tent, shelter making and toasting marshmallows	Aeroplane themed day- flying to a different country each week Visiting year 1 classes
<b>Topic Titles</b>	<b>Me and My Community</b>	<b>Exploring Autumn</b>	<b>Winter Wonderland</b>	<b>Amazing Animals</b>	<b>The Great Outdoors</b>	<b>Big, Wide World</b>
<b>Focus Text</b>	Little Red Hen	Stickman	The Gruffalo's Child	The Three Little Pigs	Jack and the Beanstalk	We're Going on a Lion Hunt

<p><b>Literacy - Reading</b></p>	<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 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><b>Literacy - Writing</b></p>	<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>Descriptive writing about the characters</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>Sequencing events</p> <p>Summer 1- Instructions and non-fiction facts- how to plant a seed</p> <p>Summer 2- Storybook for We're Going on a Lion Hunt</p> <p>Summer 2- Writing postcards</p> <p>Summer 2- Non-fiction writing for places the children have visited</p>

			Spring 2- Non-fiction writing about animals Spring 2- Writing a recount of our farm visit			
<b>Maths</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
	<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>
	<b>Shape, space and measure</b>	<b>Shape, space and measure</b>	<b>Shape, space and measure</b>	<b>Shape, space and measure</b>	<b>Shape, space and measure</b>	<b>Shape, space and measure</b>
	<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>Makes comparisons relating to size, length, weight and capacity</p> <p>Combines shapes to create new ones</p>	<p>Names and describes 2D and some 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p>	<p>Names and describes 2D and 3D shapes</p> <p>Rotates and manipulates shapes to fit them into a space</p> <p>Begin to recognise that shapes can have other shapes within them</p>

		Recognises patterns around them e.g. spotty.  Creates simple patterns		Compares weight, length and capacity	Compares weight, length and capacity	Compares weight, length and capacity
	<b>White Rose</b>  Autumn 1 (8 weeks term) Match, sort and compare (week 3/4) Numbers 1-3 (week 5/6) Numbers to 5 (week 7/8)	<b>White Rose</b>  Autumn 2 (7 weeks term) Numbers to 5 recap (week 1) Measure- capacity, weight, size (week 2/3) Circles and triangles (week 4) Shapes with 4 sides (week 5) Pattern/consolidation numbers to 5 (week 6) Consolidation and assessment (week 7)	<b>White Rose</b>  Spring 1 (6 weeks term) Alive in 5 (recap numbers to 5- 2 weeks) Growing 6/7/8 (3 weeks) Length (1 week) Assessment	<b>White Rose</b>  Spring 2 (7 weeks term) Growing 6/7/8 consolidation (2 weeks) Building 9/10 (3 weeks) Height/time (1 week) 3D shape (1 week) Assessment	<b>White Rose</b>  Summer 1 (4 weeks term) To 20 and beyond (3 weeks) 1 week consolidation/assessment- What are the priorities for the last term?	<b>White Rose</b>  Summer 2 (7 weeks term) How many now? (2 weeks) Sharing/grouping (2 weeks) 3 weeks consolidation/misconceptions  Week 5 WB 30 <sup>th</sup> June Money Week
<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Physical Development</b>	<b>Gross Motor</b> (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)  <b>Fine Motor</b> (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)	<b>Gross Motor</b> (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)  <b>Fine Motor</b> (using pencils for drawing and writing, using paintbrushes, scissors, knives, forks and spoons, developing a handwriting style which is fast, accurate and efficient)	<b>Gross Motor</b> (negotiating spaces and obstacles with consideration for themselves and others, developing strength, balance and co-ordination when playing, sports day)  <b>Fine Motor</b> (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><b>Health and Self-care</b>  (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><b>Health and Self-care</b>  (further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene)</p>	<p><b>Health and Self-care</b>  (further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene, sun safety)</p>
<p><b>Understanding of the World</b></p>	<p><b>Autumn 1 - Me and my Community</b></p> <p>Transition and settling in</p> <p>Marvellous Me</p> <p>Something Special</p> <p>Our Community</p> <p>People Who Help Us- Visitors  Paramedic, firefighters and police officer</p> <p>Week 8 Parent Showcase</p> <p><b>Autumn 2 - Exploring Autumn</b></p> <p>Introduction to Autumn</p> <p>What is autumn? What is the weather like in autumn?</p> <p>Autumn walk</p> <p>Autumn themed crafts and activities</p> <p><b>Sparkle and Shine</b></p> <p>WOW day- Diwali Day</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Introduction to advent</p> <p>How do we celebrate Christmas?</p>	<p><b>Spring 1 - Winter Wonderland</b></p> <p>WOW day- Winter Wonderland day</p> <p>Introduction to our new topic. What is winter?  What is the weather like in winter?  What clothes should we wear in winter?</p> <p>Arctic animals</p> <p>Making bird feeders</p> <p>Exploring and describing ice</p> <p>Week 6- Parent showcase of new learning</p> <p><b>Spring 2 – Amazing Animals</b></p> <p>WOW day- Animal man visit</p> <p>Farm animals</p> <p>Safari animals</p> <p>Sea creatures</p> <p>Farm visit</p> <p>Dangerous dinosaurs</p>	<p><b>Summer 1 - The Great Outdoors</b></p> <p>WOW day- camping experience. What activities do we like to do outdoors?  What season are we in now?  Exploring planting seeds</p> <p>Observing seed growth. How do we look after our seeds?  Writing instructions for planting a seed</p> <p>Nature walk</p> <p><b>Summer 2 - Big Wide World</b></p> <p>WOW day- Aeroplane experience with passports.</p> <p>Explore Google Earth</p> <p>Visit to France</p> <p>Visit to Africa</p> <p>Visit to Brazil</p> <p>Visit to Iceland</p> <p>Visit to Australia</p> <p>Fly back to London- Explore our capital city</p> <p>Parent showcase</p>

	<p>Christmas nativity</p> <p>Christmas craft workshop with parents</p>		
<p><b>Expressive Arts and Design</b></p>	<p><b>Autumn 1- Drawing and Painting</b></p> <p>Children draw with increasing complexity e.g. adding facial features to a circle shape</p> <p>Explore colour and colour mixing</p> <p><b>Autumn 2 - Clay and Collage</b></p> <p>Uses tools confidently for specific purposes (keeping an outcome in mind)</p> <p>Christmas play- singing and performing a role</p>	<p><b>Autumn 1 - Singing</b></p> <p>Encourage children to sing in a group or on their own, matching the pitch and melody</p> <p><b>Autumn 2 - Dance/performance</b></p> <p>Children express their feelings and responses through dance and performance arts.</p>	<p><b>Autumn 1 – Performance</b></p> <p>Using props and materials to create stories</p> <p>They invent, adapt and recount narratives</p> <p><b>Autumn 2 – Project</b></p> <p>Children decide on something they want to make, design, make and explain the process they had to complete</p>