



Bloxwich Academy
'Be The Best You Can Be'

Curriculum Framework Overview Reception

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 Sparkle and Shine	Winter Wonderland	Amazing Animals	The Great Outdoors	Big Wide World
Cultural Capital	Reception showcase People who help us visitors Diwali day- Food tasting, Mehndi, crafts and Bollywood dancing	Autumn walk Santa Safari- Safari Park 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 Airport staff visitor Visiting year 1 classes Graduation ceremony
Topic Titles	Me and My Community	Exploring Autumn	Winter Wonderland	Amazing Animals	The Great Outdoors	Big, Wide World
Focus Text	Little Red Hen	Stickman	The Gruffalo's Child	The Three Little Pigs	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 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>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			
Drawing Club	Focus texts: Week 3- The Little Red Hen Week 4- Three Billy Goats Gruff Week 5- We're Going on a Bear Hunt Week 6- Goldilocks Week 7- Meg and Mog Week 8- Dipal's Diwali (Twinkl story)	Focus texts: Week 1- Sparks in the Sky (Twinkl story) Week 2- Ruby's Worry Week 3- We're Going on a Leaf Hunt Week 4- Perfectly Norman Week 5- We're Going on a Sleigh Ride Week 6- Elmer's Christmas Week 7- Father Christmas Comes up Trumps	Focus texts: Week 1- The Great race Week 2- Lunar new year Week 3- The snow thief Week 4- Not Now Bernard Week 5- The Gingerbread Man Week 6- Slug in Love	Focus texts: Week 1- Life Size Baby Animals Week 2- Super worm Week 3- Dear Zoo Week 4- Little Red Riding Hood Week 5- Room on the Broom	Focus texts: Week 1- Jasper's Beanstalk Week 2- The Enormous Turnip Week 3- Jack and the Incredibly Meanstalk Week 4- The Magic Porridge Pot Week 5- Hansel and Gretel Week 6- The White Hen and the Fox	Focus texts: Week 1- A Ticket Around the World Week 2- Lily and Baa in Paris Week 3- The Boy Who Sailed the World Week 4- Handa's Surprise Week 5- We Catch the Bus Week 6- Pip and Posy at the Seaside Week 7- What the Ladybird Heard at the Seaside?
Maths	Number Showing awareness of early subitising-recognising 3 Reciting numbers to 10 Representing numbers on their fingers Begins to make marks to represent numbers Compares more than and fewer than	Number Continues to be aware of subitising with numbers to 5 Counting objects, actions and sounds Represents numbers to 10 on their fingers Counts to 10 and beyond Compares numbers	Number Counts objects, actions and sounds Can recognise subitising to 5 Begins to order numbers Begins to count to 20 Continues to compare numbers Can begin to say one more/less with numbers to 10 Begins to recall number bonds to 10	Number Counts objects, actions and sounds Can recognize subitising to 5 Orders numbers to 10 Begins to count to 20 Continues to compare numbers Can begin to say one more/less with numbers to 10 Can recall number bonds to 10	Number Can recognise subitising to 5 and beyond Says the number bonds to 5 and then 10 Can say doubling facts Verbally counts to 20 Compares qualities up to 10 in different contexts Can recognise when an amount is greater than, less than or the same as other quantities Begins to recognise odd and even numbers	Number Can recognise subitising to 5 and beyond Says the number bonds to 5 and then 10 Can say doubling facts Verbally counts to 20 Compares qualities up to 10 in different contexts Can recognise when an amount is greater than, less than or the same as other quantities

						<p>Begins to recognise odd and even numbers</p>
	<p>Shape, space and measure</p> <p>Begins to talk about 2D shapes</p> <p>Understanding positional language</p>	<p>Shape, space and measure</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>Recognises patterns around them e.g. spotty.</p> <p>Creates simple patterns</p>	<p>Shape, space and measure</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>Shape, space and measure</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>Compares weight, length and capacity</p>	<p>Shape, space and measure</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>Compares weight, length and capacity</p>	<p>Shape, space and measure</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>Compares weight, length and capacity</p>
	<p>White Rose</p> <p>Match, sort and compare (week 3/4)</p> <p>Numbers 1-3 (week 5/6)</p> <p>Numbers to 5 (week 7/8)</p>	<p>White Rose</p> <p>Numbers to 5 recap (week 1)</p> <p>Measure- capacity, weight, size (week 2/3)</p> <p>Circles and triangles (week 4)</p> <p>Shapes with 4 sides (week 5)</p>	<p>White Rose</p> <p>Alive in 5 (recap numbers to 5- 2 weeks)</p> <p>Growing 6/7/8 (3 weeks)</p> <p>Length (1 week)</p> <p>Assessment</p>	<p>White Rose</p> <p>Growing 6/7/8 consolidation (1 week)</p> <p>Building 9/10 (3 weeks)</p> <p>Height (1 week)</p> <p>Assessment</p>	<p>White Rose</p> <p>To 20 and beyond (3 weeks)</p> <p>3D shape (1 week)</p> <p>Time (1 week)</p> <p>1 week consolidation/ Assessment- What are the priorities for the last term?</p>	<p>White Rose</p> <p>How many now? (2 weeks)</p> <p>Sharing/grouping (2 weeks)</p> <p>3 weeks consolidation/ misconceptions</p>

		Pattern/consolidation numbers to 5 (week 6) Consolidation and assessment (week 7)				
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	<p>Autumn 1 - Me and my Community</p> <p>Transition and settling in</p> <p>Marvellous Me</p> <p>Something Special</p> <p>Me and my Family- Family Tree</p> <p>Our Community</p>	<p>Spring 1 - Winter Wonderland</p> <p>WOW day- Winter Wonderland day</p> <p>Introduction to our new topic. What is winter?</p> <p>What is the weather like in winter?</p> <p>What clothes should we wear in winter?</p> <p>Arctic animals</p> <p>Making bird feeders</p> <p>Exploring and describing ice</p>	<p>Summer 1 - The Great Outdoors</p> <p>WOW day- camping experience. What activities do we like to do outdoors?</p> <p>What season are we in now?</p> <p>Exploring planting seeds</p> <p>Observing seed growth. How do we look after our seeds?</p>			

	<p>People Who Help Us- Visitors Paramedic, firefighters and police officer</p> <p>Week 8 Parent Showcase Autumn 2 - Exploring Autumn</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>Sparkle and Shine</p> <p>WOW day- 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>Christmas nativity</p> <p>Christmas craft workshop with parents</p>	<p>Making ice</p> <p>Spring 2 – Amazing Animals</p> <p>WOW day- Animal man visit</p> <p>Safari animals</p> <p>Farm animals</p> <p>Farm visit</p>	<p>Writing instructions for planting a seed</p> <p>Parts of a flower</p> <p>Minibeasts</p> <p>Summer 2 - Big Wide World</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>
Expressive Arts and Design	<p>Autumn 1- Drawing and Painting</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>Autumn 2 - Clay and Collage</p>	<p>Autumn 1 - Singing</p> <p>Encourage children to sing in a group or on their own, matching the pitch and melody</p> <p>Autumn 2 - Dance/performance</p>	<p>Autumn 1 – Performance</p> <p>Using props and materials to create stories</p> <p>They invent, adapt and recount narratives</p> <p>Autumn 2 – Project</p>

	<p>Uses tools confidently for specific purposes (keeping an outcome in mind)</p> <p>Christmas play- singing and performing a role</p>	<p>Children express their feelings and responses through dance and performance arts.</p>	<p>Children decide on something they want to make, design, make and explain the process they had to complete</p>
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