

### Curriculum Overview – Reception (2021-2022)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Marvellous Me!	Let's Celebrate!	Bears.	Growing and Changing.	Amazing Animals.	Ticket to Ride.
English	<ul style="list-style-type: none"> <li>-Name writing</li> <li>-Letter formation of lowercase letters</li> <li>-Use initial sounds to label characters/ images</li> <li>-Writing initial sounds and simple captions</li> <li>-Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>-Having a favourite story/ rhyme</li> <li>-Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Name writing</li> <li>-Writing initial sounds and simple captions, story scribing</li> <li>-Sequencing and retelling stories</li> <li>-Guided sentence writing</li> <li>-Letters/list (to Santa)</li> <li>-Enjoys an increasing range of books and rhymes</li> <li>-Learns and uses new vocabulary.</li> <li>-Listen to and retell familiar stories</li> <li>-talk about stories to build familiarity and understanding.</li> <li>-Listen to and learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Name writing</li> <li>- Sequencing and retelling stories</li> <li>- Guided sentence writing</li> <li>- Writing words using sounds they know</li> <li>- read back what they have written</li> <li>-Enjoys an increasing range of books and rhymes</li> <li>-Learns and uses new vocabulary.</li> <li>-Listen to and retell familiar stories</li> <li>-talk about stories to build familiarity and understanding.</li> <li>-Listen to and learn rhymes, poems and songs</li> <li>-Read some Common exception words</li> <li>-Read simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Creating story maps to retell stories</li> <li>-Writing captions/ short sentences</li> <li>-Speech bubbles</li> <li>-Write some letters accurately</li> <li>-Model re-reading own sentences to check it makes sense</li> <li>-Enjoys an increasing range of print and digital books, both fiction and non-fiction.</li> <li>-Re-read books to build up their confidence in word reading, their fluency, and their understanding and enjoyment.</li> <li>-Re-enacts and reinvents stories they have heard, in their play.</li> <li>-Develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>-Retell the story in own words.</li> <li>-Use descriptive language.</li> <li>-Write new versions of a story.</li> <li>-Writing lists.</li> <li>-Attempts to write words using phonic knowledge.</li> <li>-Beginning to use finger spaces.</li> <li>-Form lower-case and capital letters correctly.</li> <li>- retell a story with actions or pictures as part of a group with increasing confidence.</li> <li>-Use story language when acting out a narrative.</li> <li>-Explain the main events of a story.</li> <li>-Can draw pictures of characters/ events/ settings in a story.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing captions/ simple sentences for a non-fiction text.</li> <li>-Story writing, writing sentences using a range of tricky words that are spelt correctly.</li> <li>-Beginning to use full stops, capital letters and finger spaces.</li> <li>-Form all lower-case and capital letters correctly.</li> <li>-Children accurately write their own name.</li> <li>-Can draw pictures of characters/ events / settings in a story.</li> <li>-Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>-Make predictions.</li> <li>-Beginning to understand the difference between non-and fiction.</li> <li>-Can point to front cover, back cover, spine, blurb,</li> </ul>

				<ul style="list-style-type: none"> <li>-Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>-Describe main story settings, events, and principal characters in increasing detail.</li> </ul>		illustration, illustrator, author and title. .
Maths	<ul style="list-style-type: none"> <li>-Transition and baseline</li> <li>-Routines, songs, rhymes, counting &amp; baseline</li> <li>-Spatial thinking</li> <li>-Noticing same &amp; different early number</li> <li>-Composition of numbers within 5</li> <li>Number within 5 (including partitioning)</li> </ul>	<ul style="list-style-type: none"> <li>-Measure</li> <li>-Composition of numbers within 10</li> <li>-Numbers within 10</li> <li>-Numbers within 10 (inc subitising)</li> <li>-Shape &amp; time</li> <li>-Xmas related shape &amp; time</li> <li>-Recap, review, assess</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers within 10 (inc number patterns)</li> <li>-Position &amp; time</li> <li>-Numbers within 10 and partitioning</li> <li>-Finding missing parts (subtraction)</li> <li>Comparing quantities to 10</li> <li>-Shape &amp; pattern</li> </ul>	<ul style="list-style-type: none"> <li>-More/less within 5 then 10</li> <li>-Addition/subtraction (aggregation)</li> <li>-Measure</li> <li>-Number bonds to 10 &amp; counting beyond</li> </ul>	<ul style="list-style-type: none"> <li>-Number &amp; counting</li> <li>-Doubling/halving explore odd/even</li> <li>-Addition/subtraction</li> </ul>	<ul style="list-style-type: none"> <li>-Review, revisit, assess</li> <li>-Number bonds</li> <li>-Doubling/halving explore odd/even</li> <li>-Shape &amp; pattern</li> <li>-Measure</li> <li>-Measure, time, money (pennies)</li> </ul>
<p>PSED</p> <p>including</p> <p>Personal</p> <p>Development</p>	<ul style="list-style-type: none"> <li>-Class rules and routines</li> <li>-See themselves as a valuable individual, sharing information about ourselves and our families</li> <li>-Sharing interests with others</li> <li>-Supporting children to build relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and moderate feelings</li> <li>-Emotions</li> <li>-Express their feelings and consider the feelings of others</li> <li>-Build constructive and respectful relationships</li> <li>-Getting on and falling out</li> <li>-Ask children to explain to others how they thought about a problem or an emotion</li> </ul>	<ul style="list-style-type: none"> <li>- I know in my class we are not all the same / I know we are different / I know I can make friends with different people / I know how to make friends.</li> <li>-Feelings and perspectives of others.</li> <li>-Ask for help</li> <li>-Share resources, ideas and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>- I know the people in my family are special / I can tell you who loves me – link with - Mothers’ Day (extend to lots of different adults that love and care for us)</li> <li>-What makes a good friend?</li> <li>-Acts of kindness.</li> <li>-Looking after others.</li> <li>-Looking after our planet.</li> </ul>	<ul style="list-style-type: none"> <li>-Help children to set own goals and achieve them</li> <li>-Develop problem solving skills by talking through how they’ve, you and others resolved a problem or difficult – highlighting mistakes are an important part of learning and going back is trial an error not failure.</li> <li>-Show resilience and perseverance in the face of a challenge provide</li> </ul>	<ul style="list-style-type: none"> <li>-Taking part in sports day</li> <li>- Winning and losing; Show resilience and perseverance in the face of a challenge.</li> <li>-Changing me Look how far I've come!</li> <li>-Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>-Healthy me!</li> </ul>

		and how they dealt with it			opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. -Talk through why we take turns, wait politely, tidy up after ourselves and so on.	-Friendships – celebrating each other's achievements.
<b>PD</b> <b>Fine Motor</b> Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality) Provide extra help and guidance when needed)	-Threading, cutting, weaving, playdough, fine motor activities. -Manipulate objects with good fine motor skills -Draw lines and circles using gross motor movements -Hold pencil/ paintbrush beyond whole hand grasp -Pencil grip	-Develop core strength for sitting at a table -Develop muscle tone to add pressure to paper -Show preference for dominant hand -Teach and model correct letter formation – beginning to make letter shapes.	-Threading, cutting, weaving, playdough, fine motor activities. -Hold pencil effectively with comfy grip. -beginning to form recognisable letters. -Begin to use scissors with more precision. -Develop skills to use a knife and fork.	-Threading, cutting, weaving, playdough, fine motor activities. -Hold pencil effectively with comfy grip. -Form recognisable letters most correctly formed. -Begin to use scissors with more precision. -Develop skills to use a knife and fork with increasing precision.	-Threading, cutting, weaving, playdough, fine motor activities. -Sit correctly at the table. -Develop pencil grip and letter formation continually. -Use one hand consistently for fine motor tasks -Cut along a straight line with scissors. -Start to cut along a curved line like a circle.	-Threading, cutting, weaving, playdough, fine motor activities. -Develop a handwriting style that's efficient and accurate. -Consistently use a wide range of tools that require the co-ordination of both hands -Begin to draw diagonal lines, like in a triangle. -Start to colour inside the lines of a picture. -Start to draw pictures that are recognisable. -Build things with smaller linking blocks, such as Duplo or Lego. -Able to use a knife and fork.
CL	-Understand how to listen carefully and why listening is important - talk about stories	-Use talk to work out problems -Explain how things happen and why they might work. -Retell stories	- Asking questions how and why questions - Problem solving questions – how it works?	-Continue to develop how to listen and carefully and understand why it is important -Begin to describe events in detail.	-Begin speaking in sentences of 6+ words and beginning to use conjunctions like 'and, but, so'.	-Describe events in detail -Use new vocabulary (learnt throughout the year) in different contexts.

	<ul style="list-style-type: none"> <li>- ask and answer questions.</li> <li>-Develop social phrases</li> <li>-Engage in story times</li> </ul>	-Engage in non-fiction books.	<ul style="list-style-type: none"> <li>- Can recite rhymes, poems and songs in a group</li> <li>-Continue to develop how to listen and carefully and understand why it is important</li> <li>- Begin to speak in sentences using conjunctions.</li> <li>-Begin to describe events in detail.</li> <li>-Retells stories with some repetition.</li> <li>-Sustained focus when listening to a story.</li> <li>-Follow instructions with more than two parts.</li> </ul>	<ul style="list-style-type: none"> <li>-Retells stories with some repetition.</li> <li>-Use picture cue cards to talk about an object – What colour is it? Where would you find it?</li> <li>-Sustained focus when listening to a story.</li> <li>-Begin asking questions – to find out more information.</li> <li>-Follow instructions with more than two parts.</li> </ul>	<ul style="list-style-type: none"> <li>-Engages in story time, building familiarity and understanding.</li> <li>-Continue asking questions – to find out more information and to check they understand what has been said to them.</li> </ul>	<ul style="list-style-type: none"> <li>-Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>-Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> <li>-Opportunities to share their ideas.</li> </ul>
UW	<b>Me and my Family inc. pets</b>  <b>Community Heroes!</b>	<b>Exploring materials using my senses.</b>  <b>Nativity practice and performance</b>	<b>Compare and contrast characters from stories.</b>  <b>Bears around the world</b>	<b>Plants/ Life-cycles/ Animals</b>	<b>Animals around the world/ Minibeasts</b>	<b>Journeys/ Transport/ Different Areas</b>
	<b>Forest School -Understand the effect of changing seasons on the natural world around them.</b>					
	<b>RE – We recognise and celebrate a variety of religious festivals and celebrations from a range of cultures and religions around the world.</b>					
EAD	-Self-portraits, junk modelling, mask making	<ul style="list-style-type: none"> <li>-Colour mixing</li> <li>-Work collaboratively making structures</li> </ul>	<ul style="list-style-type: none"> <li>- Chinese lanterns, cards, dragon puppets.</li> <li>- Valentines cards</li> </ul>	<ul style="list-style-type: none"> <li>Mothers' Day Cards</li> <li>Easter Cards</li> <li>Making Pancakes</li> </ul>	<ul style="list-style-type: none"> <li>-Henry Roussaeu (Artist)</li> <li>-Animal prints</li> </ul>	Fathers Day cards/ crafts

	<ul style="list-style-type: none"> <li>-Join in with songs, role play games and use resources available for props</li> <li>-build models using construction equipment</li> <li>-Provide opportunities to work together to develop and realise creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Christmas cards and calendars using a variety of artistic effects</li> </ul>	<ul style="list-style-type: none"> <li>-hold a paintbrush using a tripod grip</li> <li>-draw bodies of appropriate size for what they are drawing.</li> <li>-make something that they give meaning to.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore ways to protect growing plants by designing scarecrows</li> <li>-Collage chicks</li> <li>-Pastel drawings, painting, printing patterns on easter eggs/ flowers – sunflowers</li> <li>-Provide a wide range of props for role play which encourage imagination – market role play</li> </ul>	<ul style="list-style-type: none"> <li>-Designing homes for animals</li> <li>-Symmetrical butterflies</li> <li>-Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</li> <li>-Teach different techniques of joining materials, such as show how to use adhesive tape and different sorts of glue.</li> </ul>	<ul style="list-style-type: none"> <li>-Junk modelling transport, bridges, boats etc.</li> <li>-Exploration of countries dressing up in different costumes.</li> <li>-Provide a range of materials for children to construct with.</li> <li>-Make different textures; make patterns using different colours e.g. fruit printing, patterns from African materials</li> </ul>
PE (Get Set 4 PE Scheme)	<b>Get Set 4 P.E. Introduction to P.E: Unit 1</b> Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling	<b>Get Set 4 PE Introduction to P.E: Unit 2</b> Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling.  <b>Get Set 4 PE Fundamentals: Unit 2</b> Refine fundamental movements; hopping, galloping, skipping, sliding, changing direction, balancing and running	<b>Get Set 4 P.E. Dance: Unit 2</b> Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace	<b>Get Set 4 P.E. Gymnastics: Unit 2</b> Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency	<b>Get Set 4 P.E. Ball Skills: Unit 2</b> Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	<b>Get Set 4 P.E. Games: Unit 2</b> After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball
Music (Charanga Scheme)	Charanga – music opportunities inc. rhymes and poems	<b>Charanga Unit 2 = My stories</b>	<b>Charanga Unit 3 = Everyone</b>  &	<b>Charanga Unit 4- Our world</b>  &	<b>Charanga Unit 5 – Big bear funk</b>	<b>Charanga Unit 6 – reflect, rewind and replay</b>



	<b>Charanga Unit 1 = Me</b>		Birmingham music service - Singing	Birmingham music service - Singing		
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