

Curriculum Overview – Reception (2022-2023)

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

				<p>increasingly influenced by their experiences of books.</p> <p>-Describe main story settings, events, and principal characters in increasing detail.</p>		<p>illustration, illustrator, author and title. .</p>
<p>Maths</p>	<ul style="list-style-type: none"> -Transition and baseline -Routines, songs, rhymes, counting & baseline -Spatial thinking -Noticing same & different early number -Composition of numbers within 5 Number within 5 (including partitioning) -perceptually subitise within 3 -identify sub-groups in larger arrangements -create their own patterns for numbers within 4 -have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting -see that all numbers can be made of 1s -use the language of comparison, including 'more than' and 'fewer than' 	<ul style="list-style-type: none"> -Measure -Shape & time -Xmas related shape & time -subitise within 5, perceptually and conceptually, depending on the arrangements. -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand -begin to recognise numerals, relating these to quantities they can subitise and count. -explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot -compare sets using a variety of strategies, including 'just by looking', by subitising and by matching 	<ul style="list-style-type: none"> -Position & time -Shape & pattern -explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part -continue to develop verbal counting to 20 and beyond -continue to develop object counting skills, using a range of strategies to develop accuracy order numbers, linking cardinal and ordinal representations of number. -continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 -explore the composition of 6, linking this to familiar patterns, including symmetrical patterns 	<ul style="list-style-type: none"> -explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. -continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. -explore the composition of odd and even numbers, looking at the 'shape' of these numbers -begin to explore the composition of numbers within 10. -compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number -subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 -continue to develop verbal counting to 20 and beyond, including counting from different starting numbers -continue to develop confidence and accuracy in both verbal and object counting. -explore the composition of 10. 	<ul style="list-style-type: none"> - In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. -Number bonds -Doubling/halving explore odd/even -Shape & pattern -Measure -Measure, time, money (pennies)

			<ul style="list-style-type: none"> -begin to see that numbers within 10 can be composed of '5 and a bit'. -explore ways of making unequal sets equal. 			
<p>PSED including Personal Development</p>	<ul style="list-style-type: none"> -Class rules and routines -See themselves as a valuable individual, sharing information about ourselves and our families -Sharing interests with others -Supporting children to build relationships 	<ul style="list-style-type: none"> - Identify and moderate feelings -Emotions -Express their feelings and consider the feelings of others -Build constructive and respectful relationships -Getting on and falling out -Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it 	<ul style="list-style-type: none"> - 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. -Feelings and perspectives of others. -Ask for help -Share resources, ideas and take turns. 	<ul style="list-style-type: none"> - 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) -What makes a good friend? -Acts of kindness. -Looking after others. -Looking after our planet. 	<ul style="list-style-type: none"> -Help children to set own goals and achieve them -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. -Show resilience and perseverance in the face of a challenge provide 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. 	<ul style="list-style-type: none"> -Taking part in sports day - Winning and losing; Show resilience and perseverance in the face of a challenge. -Changing me Look how far I've come! -Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. -Healthy me! -Friendships – celebrating each other's achievements.
<p>PD Fine Motor Continuously check the process of children's handwriting (pencil</p>	<ul style="list-style-type: none"> -Threading, cutting, weaving, playdough, fine motor activities. 	<ul style="list-style-type: none"> -Develop core strength for sitting at a table -Develop muscle tone to add pressure to paper 	<ul style="list-style-type: none"> -Threading, cutting, weaving, playdough, fine motor activities. -Hold pencil effectively with comfy grip. 	<ul style="list-style-type: none"> -Threading, cutting, weaving, playdough, fine motor activities. -Hold pencil effectively with comfy grip. 	<ul style="list-style-type: none"> -Threading, cutting, weaving, playdough, fine motor activities. -Sit correctly at the table. 	<ul style="list-style-type: none"> -Threading, cutting, weaving, playdough, fine motor activities.

<p>grip and letter formation, including directionality) Provide extra help and guidance when needed)</p>	<ul style="list-style-type: none"> -Manipulate objects with good fine motor skills -Draw lines and circles using gross motor movements -Hold pencil/ paintbrush beyond whole hand grasp -Pencil grip 	<ul style="list-style-type: none"> -Show preference for dominant hand -Teach and model correct letter formation – beginning to make letter shapes. 	<ul style="list-style-type: none"> -beginning to form recognisable letters. -Begin to use scissors with more precision. -Develop skills to use a knife and fork. 	<ul style="list-style-type: none"> -Form recognisable letters most correctly formed. -Begin to use scissors with more precision. -Develop skills to use a knife and fork with increasing precision. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
<p>CL</p>	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important - talk about stories - ask and answer questions. -Develop social phrases -Engage in story times 	<ul style="list-style-type: none"> -Use talk to work out problems -Explain how things happen and why they might work. -Retell stories -Engage in non-fiction books. 	<ul style="list-style-type: none"> - Asking questions how and why questions - Problem solving questions – how it works? - Can recite rhymes, poems and songs in a group -Continue to develop how to listen and carefully and understand why it is important - Begin to speak in sentences using conjunctions. -Begin to describe events in detail. -Retells stories with some repetition. 	<ul style="list-style-type: none"> -Continue to develop how to listen and carefully and understand why it is important -Begin to describe events in detail. -Retells stories with some repetition. -Use picture cue cards to talk about an object – What colour is it? Where would you find it? -Sustained focus when listening to a story. -Begin asking questions – to find out more information. -Follow instructions with more than two parts. 	<ul style="list-style-type: none"> -Begin speaking in sentences of 6+ words and beginning to use conjunctions like 'and, but, so'. -Engages in story time, building familiarity and understanding. -Continue asking questions – to find out more information and to check they understand what has been said to them. 	<ul style="list-style-type: none"> -Describe events in detail -Use new vocabulary (learnt throughout the year) in different contexts. -Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. -Select books containing photographs and pictures, for example, places in different weather conditions and seasons. -Opportunities to share their ideas.

			<ul style="list-style-type: none"> -Sustained focus when listening to a story. -Follow instructions with more than two parts. 			
UW	<p>Me and my Family inc. pets</p> <p>Community Heroes!</p>	<p>Exploring materials using my senses.</p> <p>Nativity practice and performance</p>	<p>Compare and contrast characters from stories.</p> <p>Bears around the world</p>	Plants/ Life-cycles/ Animals	Animals around the world/ Minibeasts	Journeys/ Transport/ Different Areas
Forest School -Understand the effect of changing seasons on the natural world around them.						
RE – We recognise and celebrate a variety of religious festivals and celebrations from a range of cultures and religions around the world.						
EAD	<ul style="list-style-type: none"> -Self-portraits, junk modelling, mask making -Join in with songs, role play games and use resources available for props -build models using construction equipment -Provide opportunities to work together to develop and realise creative ideas. 	<ul style="list-style-type: none"> -Colour mixing -Work collaboratively making structures -Christmas cards and calendars using a variety of artistic effects 	<ul style="list-style-type: none"> - Chinese lanterns, cards, dragon puppets. - Valentines cards - hold a paintbrush using a tripod grip - draw bodies of appropriate size for what they are drawing. - make something that they give meaning to. 	<ul style="list-style-type: none"> Mothers’ Day Cards Easter Cards Making Pancakes -Explore ways to protect growing plants by designing scarecrows -Collage chicks -Pastel drawings, painting, printing patterns on easter eggs/ flowers – sunflowers -Provide a wide range of props for role play which encourage imagination – market role play 	<ul style="list-style-type: none"> -Henry Roussaeu (Artist) -Animal prints -Designing homes for animals -Symmetrical butterflies -Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. -Teach different techniques of joining materials, such as show how to use adhesive tape and different sorts of glue. 	<ul style="list-style-type: none"> Fathers Day cards/ crafts -Junk modelling transport, bridges, boats etc. -Exploration of countries dressing up in different costumes. -Provide a range of materials for children to construct with. -Make different textures; make patterns using different colours e.g. fruit printing, patterns from African materials

<p>PE (Get Set 4 PE Scheme)</p>	<p>Get Set 4 P.E. Introduction to P.E: Unit 1 Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling</p>	<p>Get Set 4 PE Introduction to P.E: Unit 2 Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling.</p> <p>Get Set 4 PE Fundamentals: Unit 2 Refine fundamental movements; hopping, galloping, skipping, sliding, changing direction, balancing and running</p>	<p>Get Set 4 P.E. Dance: Unit 2 Develop body strength, co-ordination, balance and agility Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Get Set 4 P.E. Gymnastics: Unit 2 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</p>	<p>Get Set 4 P.E. Ball Skills: Unit 2 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</p>	<p>Get Set 4 P.E. Games: Unit 2 After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball</p>
<p>Music (Bring The Noise Scheme)</p> <p>Nursery Rhymes to be learnt/ practised throughout the year</p>	<p>Unit 1 – Bring the Noise -Listen carefully; Distinguish sounds; Compare Sounds; Evaluate sounds; Understand silence -Listen attentively; Invent body percussion sounds; Compare and evaluate -Sounds in the environment -Identifying instruments -Rhythm, using instruments to create sounds and moving to music</p>	<p>Nativity – singing and performing</p>	<p>Unit 2 – When the cold Wind Blows - Listening carefully to lyrics; recognising and responding appropriately to different instrumental sounds. - Listening carefully and responding appropriately through coordinated physical movements. - Exploring sounds; Improvisation; Playing together; Tempo; Dynamics; Long and short sounds.</p>	<p>Independently explore and engage in music making and dance, performing solo or in groups Encourage children to create their own music</p>	<p>Unit 3 – Hands in The Air - Listen and respond to music; Feel and move in rhythm - Listening and responding; Rhyme and rhythm - Call and response; Rhythm and pulse; Active listening</p>	<p>Independently explore and engage in music making and dance, performing solo or in groups Encourage children to create their own music</p>