


Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i></p> 	<p>All About Me and My community.</p> <p>Starting school / my new class.</p> <p>My family/ What am I good at?/ How have I changed?</p> <p>How do I make others feel? / Being kind / Staying safe.</p> <p>People who help us / careers.</p> <p>Staying healthy / food/ body.</p> <p>Autumn</p> <p>Colour</p> <p>Artist - Andy Warhol - Printing,</p>	<p>Ctd - All About Me and My community - firefighters.</p> <p>Staying safe on Bonfire Night.</p> <p>Celebrations - Look at how different cultures celebrate festivals. Children to talk about what they celebrate - Diwali / Hanukkah / Christmas</p> <p>Artist - Jackson Pollock - Splatter</p> <p>Historical figure - Guy Fawkes</p> <p>Autumn</p> <p>PSHE - Building relationships; Special</p>	<p>Around the World -Polar -China -Africa -Rainforest</p> <p>Winter</p> <p>Artist - Wassily Kandinsky - Circles</p> <p>Historical figure - Christopher Columbus</p> <p>PSHE - Building Relationships; My family and friends (Kapow)</p>	<p>Once Upon A Time Little Red Riding Hood Jack and the Beanstalk Billy Goat's Gruff The Enormous Turnip Hansel and Gretel Goldilocks and the Three Bears</p> <p>Spring</p> <p>Historical figure - Neil Armstrong (Space Week)</p> <p>PSHE - Managing self - Taking on challenges(Kapow)</p>	<p>Growth and Change - lifecycles. Butterflies Frogs Chicks Plants</p> <p>How have I changed since I was a baby? - History link</p> <p>Artist - Piet Mondrian</p> <p>PSHE - Self-regulation - Listening and following instructions (Kapow)</p>	<p>Under the Sea</p> <p>Seasides holidays of the past</p> <p>Summer</p> <p>Travel and transport</p> <p>Transition to Year 1</p> <p>Artist - Banksy</p> <p>Historical figure - Mary Anning / Amy Johnson</p> <p>PSHE - Managing self - My Wellbeing (Kapow)</p>

	<p>Historical figure - Florence Nightingale / Mary Seacole</p> <p>PSHE - Self-regulation; My Feelings (Kapow)</p>	relationships (Kapow)		Space		
Experiences	<p>Skittle colour experiment Colour mixing PSTT Provision Map 'Rainbow Fish' - https://pstt.org.uk/resources/play-observe-ask/ Baking Bread Decorating Gingerbread Visits from firefighter / ambulance / dental nurse / police / school nurse Speak to companies - dominos / pizza hut / morrisons etc. Science experiment -</p>	<p>Autumn / winter walk - PSTT Provision Map 'Autumn Trees' - https://pstt.org.uk/resources/play-observe-ask/ Firefighter visit Exploring celebrations - PSTT Provision Map 'Birthdays / Celebrations' - https://pstt.org.uk/resources/play-observe-ask/ Indian food tasting Making Diva lamps Exploring lightbox and dark dens - investigating shadows PSTT Provision Map 'The Black</p>	<p>Frozen balloon - Science experiment Ice mountain - Science experiment PSTT Provision Map 'Winter / snow and ice' - https://pstt.org.uk/resources/play-observe-ask/ ASDA visit Chinese parade Chinese food tasting Fruit tasting for Handa's surprise PSTT Provision</p>	<p>Spring walk - TAPS experiment - Scavenger sort - sorting and setting objects based on properties Visit the church at Easter Now Press Play - Gardening Science experiment - how can we get the golden egg down from Jack's beanstalk without it cracking? Science</p>	<p>Now Press Play - Jack and the Beanstalk Butterflies Chicks Tadpoles? Planting and gardening PSTT Provision Map 'Christopher Nibble' - https://pstt.org.uk/resources/play-observe-ask/ PSTT Provision Map 'Animals in my Garden' - https://pstt.org.uk/resources/play-observe-ask/</p>	<p>Summer walk Now Press Play - under the sea Making playdough Transition experiences Visit to the beach / beach day in school with summer clothes and money for ice cream van with lots of outdoor activities. Reception's got talent? Trip to the</p>

	<p>using senses to carry out a taste experiment Looking at farm animals and their young. Science experiment - making butter Photos for the home corner Autumn walk / pumpkin soup Now Press Play - People who help us / gingerbread man Making their playdough</p>	<p>Rabbit' - https://pstt.org.uk/resources/play-observe-ask/ Letters to Santa - postbox trip. Visitors from other faiths - shalika? Rabi? Visit an old people's home to sing Christmas carols. Now Press Play - christmas story Making their own playdough Pantomime trip?</p>	<p>Map 'The Ugly 5' - https://pstt.org.uk/resources/play-observe-ask/ Creepy crawly road show - rainforest week Science experiment - making a shelter for Incy Wincy spider Now Press Play - Space Making their own playdough Learning to say 'hello' in different languages for the register</p>	<p>experiment - what will happen if we put the gingerbread man in different liquids? PSTT Provision Map 'The Gingerbread Man' - https://pstt.org.uk/resources/play-observe-ask/ PSTT Provision Maps '3 Little Pigs' - https://pstt.org.uk/resources/play-observe-ask/ Science experiment - which materials will be best to make a bridge for the billy goats? Science experiment - Gummy bear in water Colour dash - Holi</p>	<p>Science experiment - brown apples Visit from a mother with a baby Making playdough Space PLOD week</p>	<p>seaside or seaside day. Possible trip to the circus - link to Blackpool. We're going on a bear hunt - linking to whiterose maths making maps and making obstacle courses. Singing Sea Shanties Talking to Grandparents about holiday's they went on as a child. Transport - making ramps for car races PSTT Provision Map 'Rosie's Hat' - https://pstt.org.uk/resources/play-observe-ask/</p>
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<p>Possible Key Texts</p> 	<p>The Colour Monster Ruby's Worry Lucy's Blue Day Rainbow Fish Funny Bones The Little Red Hen plus oral story. The Gingerbread Man Marvellous Me What makes me a me Don't say no to Flo Non-fiction People Who Help Us books</p>	<p>The Snowman - picture book Christmas poems Jolly Postman - letters Non fiction - Diwali The Nativity Story Sammy Spider's First Hannukah Lighting a Lamp Sparks in the Sky (Twinkl) Dipal's Diwali (Twinkl) Guy Fawkes story? That's not my ...series</p>	<p>Walking through the Jungle Handa's Surprise Monkey Puzzle Dim Sum for Everyone Lanterns in the Sky (Twinkl) Giraffes can't dance - link to music Animal boogey - link to music</p>	<p>Little Red Riding Hood Jack and the Beanstalk Billy Goat's Gruff The Enormous Turnip Hansel and Grettel Rapunzel Goldilocks Twisted tales - Three Little wolves and the big bad pig The Magical Garden of Claude Monet</p>	<p>The Hungry Caterpillar Teenie Weenie Tadpole I love bugs! Animal poems</p>	<p>Commotion in the Ocean Sally and the Limpet Sharing a Shell The Lighthouse Keepers Lunch Somebody Swallowed Stanley Shapes and the seashore (non-fiction) Seaside Poems We're going on a bear hunt</p>

	Pumpkin Soup					
Links to Purple Mash	People Who Help Us - KUW All About Me - PSED / KUW My feelings - PSED / KUW	Celebrations - KUW	Winter - KUW	Fairytale - CAL / Literacy (comprehension) Space- KUW	Growing - KUW Baby animals - KUW Farm - KUW	Seaside - KUW Seaside in the past - KUW Summer - KUW
Enrichment	Autumn PE experience day Rosh Hashanah - Judaism festival Yom Kippur - Judaism festival Harvest	Bonfire Night Remembrance Day Diwali Hannukah Nativity/ Christmas St. Andrews - 30th Nov	Rio Carnival Chinese New Year Shrove Tuesday	Shrove Tuesday Easter Ramadan and Eid Holi - 18 march St. David's Day - 1st March Mothers Day - 27th March St. Patricks - 17th March	Vesak day 6th May - Buddha's birthday - meditation St. Georges Day - 23rd April	Fathers Day -19th June
Links to Development Matters <i>*This is a progressive curriculum and all aspects will be re-visited throughout the year as and when needed depending on learners needs.</i>	All aspects in Prime Areas of learning. <u>Literacy</u> - Read individual letters by saying the sounds for them - Read some letter groups that each represent one sound and say sounds for them. <u>Maths</u>	All aspects in Prime Areas of learning. <u>Literacy</u> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read a few common exception words matched to 	All aspects in Prime Areas of learning. <u>Literacy</u> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	All aspects in Prime Areas of learning. <u>Literacy</u> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. 	All aspects in Prime Areas of learning. <u>Literacy</u> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <u>Maths</u> <ul style="list-style-type: none"> Count beyond ten. 	All aspects in Prime Areas of learning. <u>Literacy</u> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to

<p><i>The statements in the Development Matters in the curriculum could change throughout the year depending on the cohorts needs. The Maths curriculum will be inline with WRM.</i></p>	<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than' Make comparisons between objects relating to size, length, weight and capacity Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value <p><u>UoTW</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<p>the school's phonic programme.</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) <p><u>UoTW</u></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. <p><u>Maths</u></p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Explore the composition of numbers to 10. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s <p><u>Maths</u></p> <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Automatically recall number bonds for numbers 0–10. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <p><u>EAD</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them <p><u>EAD</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Create collaboratively sharing ideas, resources and skills.. 	<p>check that it makes sense.</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> Count beyond ten. Automatically recall number bonds for numbers 0–10. Compare length, weight and capacity. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p><u>EAD</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
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	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. • Understand that some places are special to members of their community. <p><u>EAD</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play. 	<p><u>EAD</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play. 	<p>natural world around them.</p> <p><u>EAD</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 		<ul style="list-style-type: none"> • Develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play. • Create collaboratively sharing ideas, resources and skills..
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