



Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Mathematics						
	Focus on 4 Compare Numbers and Quantities - Count up to four objects or actions. - Recognise and use numerals 1–4. - Understanding numbers within numbers; separating a small group of objects in different ways. - Use the language of comparison: ‘more’, ‘less’, ‘fewer’, ‘the same’, ‘enough’, ‘not enough’ and ‘too much’. - Compare quantities of objects and find one more and one fewer. - Order numbers and quantities from 0–4 and introduce zero	3-D Shape, Position and Time Up to 10 Add and Subtract Within 10 - Explore same and different, positional language, ordering events and 3-D shapes. - Recognise, describe and name 3-D shapes; choose a shape for a particular purpose based on its properties. - Use and respond to everyday language about position. - Order short sequences of familiar events; use everyday language to talk about time. - Count up to 10 objects; counting out a quantity to match a numeral. - Count up to six objects and actions. - Recognise spot patterns and numerals to 6. - Recognise mistakes in counting and correct them. - Count up to ten objects and actions; read numerals up to 10 and match with the correct number of objects. - Count the objects in two groups to find the total.	Add and Subtract Within 10 Comparative measures - Find the number that is one more or one fewer than a given number without counting. - Find the number that is one more or one fewer than a given number without counting. - Addition within 10, beginning to count on. - Subtraction within 10, beginning to count back. - Compare two objects by direct comparison in terms of height, length and size. - Compare and order two or three lengths and heights by direct comparison. - Compare and order two weights by direct comparison. - Compare and order two capacities and distances by direct comparison.	Beyond 10 and Doubling 11 and 12 2-D Shapes and Patterns Count in 2s and Share - Extend counting to 11 and 12. - Explore doubles to double 6. - Recognise and order numerals to 12. - Explore 11 as 10 and one more, and 12 as 10 and two more. - Explore doubling as two groups of the same number, halving as ‘undoing’ doubling. - Explore 2-D faces on 3-D shapes and in patterns. - Explore common patterns. - Sort objects according to a particular criterion, including their size. - Recognise and name 2-D shapes in a variety of sizes and orientations. - Recognise common patterns. - Recognise, continue and create repeating patterns. - Group objects in twos and understand sharing fairly. - Share objects into groups of the same size. -	Count in 2s and Share Time for 20! Money Non-Standard Measures - Count in 2s, including counting two objects at a time by counting in 2s. - Extend counting to 20. - Estimate and count to 20. - Begin to recognise and order numerals to 20. - Use the language of time. - Measure short periods of time by counting. - Begin to develop some understanding of what money is used for and recognise some coins and banknotes. - Sort coins according to a given criterion. - Begin to recognise coins and banknotes with a focus on 1p and 2p coins. - Shopping with 1p and 2p coins. - Begin to recognise that a 2p coin has the same value as two 1p coins. - Measuring height, length, weight and capacity by comparison with a different object. - Measuring length with a variety of non-standard, but regular units.	Non-Standard Measures Work Within 20 Problem Solving - Measure weight and capacity with a variety of non-standard, but regular units. - Estimate, count and compare quantities using numbers up to 20. - Find one more and one fewer within 20. - Order numerals to 20. - Count out a quantity of objects from a larger group. - Add and subtract two single-digit numbers using counting on and back. - Interpret the results of a survey. - Estimate (and count to check) and order numerals up to 20. - Explore simple block diagrams. - Apply knowledge of relationships between numbers and time in real-life contexts. - Extend use of ordinal numbers. - Apply knowledge of relationships between numbers and shape and size in real-life contexts.
Literacy						
<i>In YR, writing is taught discretely during the dictation element of Sounds Write lessons. The following are writing opportunities for continuous provision/direct teaching.</i>	Name writing The Gruffalo Scribing child’s voice on Gruffalo retelling	Brave and the Fox Labelling Brave/fox Shackleton’s Journey Dog sled dictation The Train Ride Letter writing	Whatever Next! Retelling of Whatever Next! Meet the Planets Non-fiction: Planets Labelling astronaut	Oliver’s Vegetables/Fruit Salad Instructions The Very Hungry Caterpillar/The Enormous Turnip Speech bubbles	RSVP to Queen’s invitation Castle labelling King John dictation	Jack and the Beanstalk Retelling of Jack and the Beanstalk Wanted posters
Communication and Language						
Phonics (Sounds Write Phonics)	Code – a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u		Code - j, w, z, x, y, ff, ll, ss, zz		Code - sh, ch, th, ck, wh, ng, q, u /k/: < c >, < k >, < ck >; /ch/: < ch >, < tch >; /l/: < l >, < ll >, < le >; /w/: < w >, < wh >	
	Word structure – CVC (consonant, vowel, consonant)		Word structure – VCC, CVCC, CCVC, CCVCC, CVCCC, CCCVC			

Reception Curriculum Overview

	Conceptual – Sounds can be represented by spellings with one letter		Conceptual – Some spellings are written with a double consonant		Conceptual - Some spellings are written with two different letters represent the sounds /k/ and /w/ One sound can be represented in many ways	
	High Frequency Words – is, a, the, I, for, of, are		High Frequency Words – was, all, come, some, to		High Frequency Words – after, there, their, these, after, what, where, who	
	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says. Show understanding of prepositions such as ‘under, on top’ e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson’s Rocket and why it was important. Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say ‘I wonder why...’ Share opinions, explaining preferences e.g. My favourite planet is... because...	Focus attention in a variety of situations; in small groups, 1:1 and whole class. Understand ‘how’ and ‘why’ questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using ‘and’, ‘because’. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they’ve shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
Understanding the World						
Science (The Natural World)	The human body: Facial features, body parts, the senses. Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold? Seasons of the year: Winter. Animal hibernation, why do	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten	Materials: describing materials, testing materials. What is the best material for ...? Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.	Changing state of matter; Why do our ice lollies melt? Plants: how seeds and bulbs planted in Spring have grown. Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.

Reception Curriculum Overview

		some animals hibernate? How do other animals survive winter?		Plants: how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.		
History (Past and Present)	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry. Modern transport including the Japanese Bullet Train, hovercraft, racing cars and aeroplanes. Ernest Shackleton the explorer; the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events). Locally significant areas in the past e.g. a local historical building. Queen Elizabeth II’s coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch. Myths and Legends from around the world; Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods. St George and the Dragon.
Geography (People, Culture and Communities)	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.	Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway. The South Pole (Ernest Shackleton)	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle, Sandringham. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.
Religious Education	God/Creation: Why is the word “God” so important to Christians?	Incarnation: Why do Christians perform nativity plays?	Celebrations and Special Times: What happens at a Festival?	Salvation: Why do Christians put a cross in an Easter garden?	Celebrations and Special Times: What happens at a wedding or when a baby is born?	Special Books: What can we learn from stories from different religions?
Personal, Social and Emotional Development						
PSHE	Beginning & Belonging	Family & Friends (including anti-bullying) My Emotions	Identities & Diversity Me and My World	My Body and Growing Up	Keeping Safe (including drug education)	Healthy Lifestyles

Reception Curriculum Overview						
Physical Development						
Physical Education	Games - Fundamentals	Dance - On parade	Ball Games	Gymnastics - Move and Hold	Athletics	Dance
Gross Motor	Spatial awareness and multi-step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						
Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Art/Artists	Miro’s work	Pissarro’s seasons paintings	Jackson Pollock	Lowry’s houses and architecture of Hunderwasser	Van Gogh’s Sunflowers	Degas’ Ballet Dancer
Creating with Materials	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro’s season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Space Junk Modelling	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and “matchstick” people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels. Create: Easter bonnets	Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”. Painting real fish with ink and wax resist. Crowns/Castles	People in art. Looking at Degas’ ballerinas. Practising drawing people. Creating clay sculptures of “Miro-like” people. Fashion: experimenting with fabric to design a suitable piece of sports wear
Design and Technology (Food)	Harvest – Making bread		Chinese New Year Stir Fry			