

Reception Class - Curriculum Overview.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks 4 days	Summer 1 5 weeks	Summer 2 6 weeks
Themes	'All About Me!' 'Long, long ago...' Q: Why am I special?	In the deep, dark woods...' Q: What is in the woods?	'Run, run as fast as you can...' Q: What do we need? (Cooking and baking, shops and shopping)	'Dig, dig, digging...' Q: Where am I? (Transport, map work, vehicles)	'What a wonderful world...' Q: How does it grow? (Plants)	'What a beast!' Q: Who am I? (animals)
Celebrations	Harvest	Diwali Bonfire Night Remembrance Day Children In Need Christmas	Chinese New Year Safer Internet Day Shrove Tuesday World Book Day	Red Nose Day Mother's Day Ramadan Eid al-Fitr Easter	St. George's Day	Father's Day Eid al-Adha
Core Texts	Elmer Kipper's Birthday Ruby's Worry Once There Were Giants Alfie Weather	The Gruffalo The Squirrels Who Squabbled Stickman Owl Babies Leaf Man Rama and Sita The Christmas Story	The Gingerbread Man Mr Wolf's Pancakes Chocolate cake SHHH! Going on an Easter Hunt The Tiger Who Came to Tea	On the Way Home Whatever Next Mrs Armitage on Wheels The Journey Sam and Dave Dig a Hole The London Bus	Little Cloud Handa's Surprise Supertato The Tiny Seed	Six Dinner Sid AAAARGH Spider! Billy's Bucket What the Ladybird Heard at the Seaside If Sharks Disappeared
Songs and Rhymes						
Poetry (The Poetry Basket)	Chop Chop Who Has Seen the Wind? Furry Furry Squirrel	Pointy Hat 5 Little Pumpkins 5 Little Owls	Spring Wind Pancakes Sliced Bread	Pitter Patter 5 Little Peas	I I Were So Very Small Under a Stone A Little Seed	Stepping Stones Dance A Little Shell
PRIME AREAS						
Personal, Social and Emotional Development	Core Theme 1 : Making relationships -Friendships -Emotions -Valuing each other -Boundaries and creating rules		Core Theme 2: Managing feelings and behaviour -Feelings and behaviour -Problems and conflicts -Healthy choices		Core Theme 3: Self-confidence and self-awareness -Keeping safe -Growing and changing -Independence	
Physical Development Gross Motor Skills Fine Motor skills	Gross Motor: large muscular shoulder movements using a range of large tools and apparatus, using resources safely. Ride a 3	Gross Motor: large muscle movements with a more fluent style of moving developing control and grace. Developing overall body strength,	Gross Motor: confidently using a range of large apparatus indoors and out. Continue to develop overall body strength, co-ordination and	Gross Motor: Refine and develop a range of ball skills – throwing, catching, kicking, passing and aiming. Develop confidence, competence,	Gross Motor: improve balancing skills and negotiate obstacles safely and with consideration for others. Manage their own risk.	Gross Motor: demonstrate strength, balance and coordination when moving: running, jumping, skipping, hopping, dancing and

	wheeled scooter. Run and climb with confidence Fine motor: small muscular movements, finger strength development, using small tools and apparatus. Dressing and Undressing independently. Developing cutlery skills	co-ordination and balance. Fine motor: develop small muscular movements so that a range of tools can be used competently	balance. Fine motor: small muscular movements, finger strength development, using small tools and apparatus malleable materials. Holding a pencil effectively. (tripod)	precision and accuracy. Fine motor: develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to show accuracy and care when drawing	Fine motor: Hold a pencil effectively using a tripod grip. Begin to form letters accurately.	climbing. Fine motor: Hold a pencil effectively using a tripod grip. Begin to form letters accurately and write fluently. Use scissors, brushed and cutlery with accuracy and care
Get Set 4 PE	INTRODUCTION TO PE: UNIT 1 FUNDAMENTALS: UNIT 1	INTRODUCTION TO PE: UNIT 2 FUNDAMENTALS: UNIT 2	DANCE: UNIT 1 GYMNASTICS: UNIT 1	GAMES: UNIT 1 BALL SKILLS: UNIT 1	DANCE: UNIT 2 GYMNASTICS: UNIT 2	GAMES: UNIT 2 BALL SKILLS: UNIT 2
Communication, and Language	Communicates wants and needs, uses simple sentences. High quality interactions. Beginning to ask and answer questions. Listening to stories and sequencing ideas, Listening to and using new vocabulary.	Embedding new words in a range of contexts through conversations, storytelling and role play. Sensitive questioning that invites children to elaborate on their own ideas. Using language to communicate and explain their feelings.	Ask and answer questions using: who, what, where and when questions. A language rich environment with new vocabulary and frequent reading opportunities. To actively engage with stories, non-fiction, rhymes and poetry Including retelling stories and listening games.	Follow instructions and recall instructions given . Listen and respond to peers and adults. Use talk to help work out problems and organise thinking.	Organise talk and sequence ideas together to express opinions about their interests. Hold back and forth exchanges with others. Ask and answer questions using – who, what, where and when. Learn new vocabulary and make use of it where appropriate.	Listen to others' opinions and express their own ideas. Ask and answer 'how' and 'why' questions. Offer explanations for 'why' things might happen. Predict.
SPECIFIC AREAS						
Phonics	Phase 2 with a Phase 1 recap Oral blending	Phase 2	Phase 3	Phase 3	Phase 3	Phase 4
Literacy Comprehension and Word Reading	Enjoy listening to stories, reading and re-reading favourite books. Begin to hear the sounds in words and recognise some of them when reading.	Begin to understand what has been read. Build up confidence in blending and word reading.	Begin to anticipate and predict key events in stories and to retell stories in their own words. To read simple phrases and sentences.	Re-read books and stories to build up confidence, understanding and enjoyment. Begin to retell stories in their own words.	Demonstrate understanding of what has been read to them by retelling using their own words. Understand and use recently introduced vocabulary.	Read words that are consistent with their phonic knowledge. Use recently introduced vocabulary during discussions and role play.
Literacy Writing	Writing opportunities labelling pictures of family portraits, name	Writing own name, using initial sounds and beginning to write simple	Write simple sentences and record simple captions when writing for	Writing using learnt sounds. Retelling stories using – first, next, then,	Use learnt sounds to support what is written. Reread their own writing.	Write sentences using correctly formed letters that can be read by

	writing, through role play/challenges, writing for a purpose.	words. Record simple captions and labels, independently and guided.	a purpose. Re-read to check it makes sense. Labelling, shopping lists, tickets.	after that and finally. Labelling maps, caption writing, non-fiction labelling and fact writing.	Labelling, life cycle of a plant, instruction writing, caption and simple sentence writing.	others. Retelling of stories, character profiles, labels.
Mathematics Number	Match, sort and compare It's Me 1,2,3 1,2,3,4,5		Alive in 5 Growing 6,7,8 Building 9 and 10		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Consolidation	
Mathematics Numerical Patterns	Talk about measure and patterns Circles and triangles Shapes with 4 sides		Measures and capacity Length, height and time Explore 3D shapes		Visualise, build and map Make connections Consolidation	
UTW Past and Present. The Natural world. People, Culture and Communities.	History Links: When I was in Nursery? Before school? What is old? What is new? Seasonal changes. Geography links: Exploring the immediate and local environment. All about my family, How we grow, Where I live? Talk about people who are familiar to them in the local community. Harvest and giving thanks/ helping others. Science links: Our bodies, naming body parts. Notice and discuss changes around them. Hygiene including dental hygiene. RE links: Other faiths and cultures, understanding the world around them. Special stories/ special books.	History links: Compare and contrast characters from stories. Remembrance Day Personal history: Christmas in the past Geography links: Environment around them, woodland and deforestation. Recognising different special places. Science Links: Observing similarities and differences in Autumn, Observing changes, colours and patterns in the environment, Colour and light/dark. Woodlands, trees, leaves, seeds and creatures. R.E links: Different celebrations between different religions and cultural communities in this country. Special places.	History Links: Comparing characters from stories including figures from the past. Geography Links: Where does our fresh food come from – is it grown locally? Our lives, our families, mothers' day around the world. Science links: Make basic representations of things they have observed. Name and label features of their observations. Hygiene including dental hygiene. Understand some important processes and changes including irreversible changes. Freezing and melting, cooking, toasting, popping popcorn. RE Links: Special Places	History links: How vehicles have changed over time. To begin to understand the past through settings encountered in books. Geography links: Look at maps to show we live in England and that there are other countries in the world. Local maps, aerial views and streets. Google Earth. Science Links: Experience changes, cause and effect and make observations around them. Forces – pushes, pulls, gravity, buoyancy, R.E links: Compare different celebrations to Easter. Knows similarities and differences of different celebrations. Special People.	History links: Know some similarities and differences drawing on past experiences and stories. Geography links: Recognising similarities and differences between lives in different countries. Looking at and using maps. Science links: observing plants, naming plants, labelling plants. Eating fruits and finding seeds, growing and measuring plants. What do plants need? What do we need? Hygiene including dental hygiene, sleep, water, light etc. Exploring natural weather systems in the world around us – wind, clouds, rain, rainbows. RE links: Our special world	History links: Understand the past through settings, characters and events encountered in books read in class and storytelling. Geography links: Minibeast environments, what do different creatures need? Seaside, sand, sea, rockpools and formations. Adaptations to environments. Science links: Minibeasts and their different needs and environments. Lifecycles. Seaside, sea, oceans, tides, rock pools. Creatures. Sun safety and keeping ourselves healthy. RE links: Our special groups, belonging. Fathers' Day.
EAD Creating with Materials. Being Imaginative and Expressive	WHAT CAN WE SEE Finding circles Shells – observational and imaginative drawing Collecting, arranging and drawing Still life compositions inspired by Cezane		HOW CAN WE EXPLORE COLOUR Explorers books – collecting colour T-shirt paintings		HOW CAN WE BUILD WORLDS World in a matchbox Prop making for toys Creating a book world	

EAD Music	Music/Singing Links: My Musical Classroom		Music/Singing Links: Musical Patterns and Performing		Music/Singing Links: Sound Stories	
Computing (Used within other subjects)	<ul style="list-style-type: none"> - Complete simple games on an electronic device, controlling actions on the screen correctly. - Think of things they can find out using internet search engines. - Use technology to show that learning has taken place. - Program a small robot or simple coding program independently so that it moves in the way they have planned. - 		<ul style="list-style-type: none"> - Learn to display on a screen/print photographs and photocopy examples of their work. - Use rules given by a trusted adult when using technology. - Only use safe parts of the internet to play and learn. - Find out about new ways to communicate online which may not be familiar to them. 		<ul style="list-style-type: none"> - Carry out investigations using digital microscopes, cameras and magnifiers. - Use devices to record their voices and play the recordings to others. - Know that technology can be used to communicate with others and talk about text messages, video calls and other ways of communicating which they may see friends and family using. - Use technology to support other areas of learning. 	
Online Safety	Children are continuously taught to identify and understand risks when learning about technology. As they advance through the EYFS we expect them to talk about these risks with others. Safer Internet Day is explored throughout the whole school including the children in EYFS.					
Parental Partnership Ideas	Visit Classroom (stay and play) Stay for lunch. Phonics/ Reading Meeting.	Maths stay and play. Parents Meetings. Nativity/ sing-along. Christmas Fayre.	Reading and writing stay and play. Mothers' Day visits/ lunch.	Parents visit to talk about their jobs? Reading drop ins. Easter egg raffle/ Bonnet parade. Parents Meetings	KUW EAD stay and play. Family picnic.	Transition stay and play. Reports Meetings. Fathers' Day. Sports Day.
Enrichment	Settling into school, exploring school and woods. Tasting porridge, bring your bear to school day. (Teddy Bears' Picnic) Visits - dentist and library	Remembrance – Cenotaph/Castle. Tree Planting? Plaque. Woodland Visit. Children in Need. Diwali Panto. Father Christmas, Santa's' Grotto	Playing in snow and ice. Visiting a bakery. Cooking and baking (bread, biscuits, soup) Biscuit tasting and dunk test. Popcorn. Lantern Parade (CNY) Making stir-fry/Chinese feast Pancake Day – making and tossing pancakes.	Construction site visit? Visit from different vehicles. Homebase tools visit/ using tools. Our Locality: Map and plans. Aerial Views/ Drone /Castle Cement. World Book Day , Comic/ Sports Relief. Easter egg hunt.	Growing plants and seeds. Tasting fruits and vegetables. (Finding Seeds) Visit the market? Visiting a Nursery – to plant Growing vegetables.	Visit: Blackpool Zoo/ Seaside. Giant Minibeasts into school. Chicks/ Snails/ Tadpoles Family Picnic.
DSJ GREATS	To get muddy. Be seen in the media. To vote in an election. To buy something from the market. To take part in the 100 book challenge.	To take part in a school production. To write a letter and post it. To watch a pantomime. To take a selfie with Santa.	To play in the snow. To flip a pancake. To follow a basic recipe. To try different food.	To learn about people who help us in our community.	To try different foods. To plant and grow something.	Try a new sport. To have a picnic. To see a chick hatch. To hold an animal. To visit the zoo.