

Reception Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Theme Cornerstones	Me and My Community This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. Long Ago This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today	Sparkle and Shine This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.	Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	Ready, Steady, Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Creep, Crawl and Wiggle This project teaches children about invertebrates that live in their gardens and local environment. Marvellous Machines This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.	Sunshine and Flowers This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun. Moving On This project celebrates the children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.
Festivals & Celebrations	Christmas Diwali Hannukah Remembrance Day Bonfire Night		Lunar New Year Easter Valentines Day Mother's Day		Father's Day Eid	
Communication & Language	Understand how to listen carefully and why listening is important. Develop social phrases.	Learn new vocabulary. Ask questions to find out more and to check	Use new vocabulary through the day. Use new vocabulary in different contexts.	Describe events in some detail. Engage in story times.	Use talk to help work out problems and organise thinking and activities, and to explain how things	Articulate their ideas and thoughts in well-formed sentences. Engage in story times.

	Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Connect one idea or action to another using a range of connectives. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	work and why they might happen. Engage in story times. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.
Writing	Focus on S+L and Oral story telling Write recognisable letters for the first 16 set 1 sounds Practise writing their name	Focus on S+L and Oral story telling Write recognisable letters for all set 1 single letter sounds Spell words using known sounds Practise writing their name	Write recognisable letters for all set 1 sounds (including digraphs) Spell words using known sounds Start to write sentences using a sentence stem Start to use appropriate spacing between words	Write recognisable letters for all set 1 sounds (including digraphs) and any known set 2 sounds. Start to write sentences using a sentence stem Start to 'hold a sentence' in order to write it. Use appropriate spacing between words	Write recognisable letters for all set 1 sounds (including digraphs) and any known set 2 sounds. Spell words using known sounds and make plausible attempts at writing words with unfamiliar sounds. Use 'hold a sentence' in order to write a sentence. Use appropriate spacing between words	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. Start to use capital letters and full stops to demarcate sentences.
Key texts	Starting School By Janet and Allan Ahlberg Once There Were Giants	Little Glow By Katie Sahota The Jolly Christmas Postman By Allan Ahlberg	Jack and the Beanstalk Ladybird Edition Oliver Vegetables By Vivian French	Book of Animals By Oliver Jeffers Farmyard Hullabaloo By Giles Andre	What Do Machines Do All Day? By Joe Nelson Car, Car, Truck, Jeep	Shark in the Park By Nick Sharratt Errol's Garden By Gillian Hibbs



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

	By Martin Waddell Lost and Found By Oliver Jeffers People Who Help Us By Wood and John Rosie’s Hat By Julia Donaldson Coming to England By Floella Benjamin Dogger By Shirley Hughes	The Night Before Christmas By Clement C Moore	WHAT WE CAN ACHIEVE Rosie’s Walk By Pat Hutchins		By Katrina Chapman No-Bot The Robot With No Bott By Sue Hendra Snail Trail By Ruth Brown Mad About Minibeasts By Giles Andre The Snail and the Whale By Julia Donaldson	The Butterfly Bouquet By Nicola Davies Say Goodbye...Say Hello By Cori Doerrfeld
Nursery Rhymes	Twinkle Twinkle Wind the Bobbin Up Heads, Shoulders, Knees and Toes. If you’re Happy and You Know It. 1,2,3,4,5 Once I Caught a Fish Alive	There Was an Old Man Named Michael Finnegan Hey Diddle Diddle Zoom, Zoom, Zoom Humpty Dumpty Each Peach Pear Plum Polly Put the Kettle On	5 Little Monkeys Swinging in the Tree 5 Little Ducks Incy, Wincy, Spider 5 Speckled Frogs	The Grand Old Duke of York Hot Cross Buns Little Peter Rabbit There’s a Tiny Caterpillar on a Leaf Mary Had a Little Lamb	Wheels on the bus Hurry, hurry, Drive the Fire Truck Row, Row, Row your boat Down at the Station 5 little Men in a Flying Saucer	Five Currant Buns I’m a Little Teapot Little Miss Muffet The Farmer Plants the Seed Mary, Mary Quite Contrary There’s a Tiny Caterpillar on a Leaf
Mathematics White Rose	Match, sort and compare. Talk about measure and patterns It’s me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides		Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3d shapes		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	
Understanding the World	Foundations of History					
	Long Ago How We Live Now Compared To The Past Timelines		Ready, Steady, Grow Putting Events into Chronological Order		Marvellous Machines Machines from the past Vehicle Changes Over Time Moving On Events in Chronological Order	
	Foundations of Geography					
	Me & My Community		Ready, Steady, Grow		Creep Crawl Wriggle	



	Being Part of a Community People Who Help Us Sparkle and Shine Different Celebrations Around the World		Map Symbols Animal Safari Collect Data from Fieldwork		Create a Simple Map Sunshine and Sunflowers Sun Safety Maps	
	Foundations of Science					
	Me & My Community We Change As We Grow Sparkle and Shine Sort items into groups		Ready, Steady, Grow Living Things and their Habitats Where Food Comes From Grouping Animals and Their Young Animal Safari Identify Groups of Animals Features of Animals		Marvellous Machines Machines Need Electricity Material Properties Creep Crawl Wiggle Observe Living Things Groupings of Animals Sunshine and Sunflowers Explore Living Things Around Us Features of a Plant Butterfly Life Cycle	
	Religious & Cultural Awareness					
	Me & My Community Being Part of a Community We Are All Unique Sparkle and Shine Winter Celebrations inc Christmas, Diwali Similarities and Difference of People Around the World		Ready, Steady, Grow Name and Describe People Familiar to Them Animal Safari Members of the Community		Marvellous Machines Emergency Services Moving On Recognise Our Changes	
Personal, Social & Emotional Development (inc. PSHE)	Valuing Me See themselves as a valuable individual e.g. by adults getting to know each child and family.	Personal Care Manage their own needs.- e.g. hygiene, oral health, washing hands, healthy living practises.	Feelings Identify and moderate own feelings socially and emotionally e.g. turn taking, tidy up routines.	Building Relationships & Staying Healthy Build relationships and form positive attachments with adults and peers e.g. friendship and adult respect. Manage own personal hygiene, e.g. oral health and understand the importance of healthy food choices.	Empathy & Resilience Think about perspective of others e.g. link stories to real life challenges and how to overcome them. Show resilience in the face of challenge e.g. problem solving, setting own goals and self- valuation.	Feelings & Empathy Express feelings and consider other’s feelings e.g. talking about feelings, circle time activities, modelling positive behaviour.

EAD	Art & DT					
	Designing a Frame Colours and Paint Design a card Follow a Recipe		Creating A Seed Shaker Observational Drawings Paint: Primary Colours Design a Habitat Design an Animal Mask Create Prints Repetitive Patterns		Use a Range of Tools to Make a Robot Create a Spider/Spider Web Henri Matisse	
	Music					
	Me! Nursery rhymes and action songs	My stories Nursery rhymes and action songs	Everyone! Nursery rhymes and action songs	Our world Nursery rhymes and action songs	Big bear funk Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1.	Reflect, rewind and replay Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Physical Development	Gross Motor					
	This includes: 1. Weekly PE lessons using Merton Physical Education programme. This aims to develop children’s physical literacy in the early years, support their social and emotional development and create healthy, active learners. 2. Daily access to the outdoor area Mud kitchen and mark making materials to help develop their large motor skills, sand and water equipment, gardening tools, hoola hoops, space hoppers, large construction materials, bats, balls and trikes.					
	PE Lessons					
	Body Awareness and Movement in Space		Cooperation, Coordination and Control	Object Control	Stability	
	Fine motor					
	Children take part in planned weekly fine motor activities to strengthen their fine motor skills. They have access to a wide range of resources within continuous provision to develop their fine motor and independence skills. Manipulation of modelling compound to enhance muscle development through kneading, rolling, and sculpting practices. Coordination of fine motor skills by threading beads or pasta forms onto strings, cultivating precision in hand-eye coordination. Utilisation of forceps for the transference of small objects such as pom-poms into compartmentalised trays to foster precision grip. Application of paints using cotton buds to promote delicate finger movements and control. Execution of cutting exercises using safety scissors to cut out predetermined shapes from paper, enriching hand dexterity.					

Engagement with finger puppets to animate each digit independently, thus improving fine motor agility.
Adhesion of decorative stickers onto outlined patterns or illustrations to refine accuracy and placement.
Construction with miniature interlocking bricks or blocks to encourage precise finger manipulation and strength.
Lace card activities designed to simulate threading and sewing actions for the development of fine motor coordination.
Mark-making on varied textures using chalks or crayons to aid in grip adaptability and wrist mobility.



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