

Reception Curriculum Overview 2023-2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Theme Cornerstones</b>	<p><b>Me and My Community</b> 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.</p> <p><b>Long Ago</b> 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</p>	<p><b>Sparkle and Shine</b> 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.</p>	<p><b>Animal Safari</b> 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.</p>	<p><b>Ready, Steady, Grow</b> 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.</p>	<p><b>Creep, Crawl and Wriggle</b> This project teaches children about invertebrates that live in their gardens and local environment.</p> <p><b>Marvellous Machines</b> 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.</p>	<p><b>Sunshine and Flowers</b> 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.</p> <p><b>Moving On</b> 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.</p>
<b>Festivals &amp; Celebrations</b>	Christmas Diwali Hannukah Remembrance Day Bonfire Night		Lunar New Year Easter Valentines Day Mother's Day		Father's Day Eid	
<b>Communication &amp; Language</b>	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.



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES



	<p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>work and why they might happen.</p> <p>Engage in story times.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p>
<p><b>Phonics</b> Read Write Inc</p>	<p>Read Single- Letter Set 1 Sounds</p>	<p>Read Single- Letter Set 1 Sounds</p> <p>Blend sounds into words orally</p>	<p>Blend sounds to read words</p> <p>Read short ditty stories</p>	<p>Read Red Stories Books</p> <p>Read Set 1 Special Friends</p>	<p>Read Green Story Books</p> <p>Read 4 double consonants</p>	<p>Read Green Story Books</p> <p>Read first 6 set 2 sounds</p>
<p><b>Writing</b></p>	<p>Focus on S+L and Oral story telling</p> <p>Write recognisable letters for the first 16 set 1 sounds</p> <p>Practise writing their name</p>	<p>Focus on S+L and Oral story telling</p> <p>Write recognisable letters for all set 1 single letter sounds</p> <p>Spell words using known sounds</p> <p>Practise writing their name</p>	<p>Write recognisable letters for all set 1 sounds (including digraphs)</p> <p>Spell words using known sounds</p> <p>Start to write sentences using a sentence stem</p> <p>Start to use appropriate spacing between words</p>	<p>Write recognisable letters for all set 1 sounds (including digraphs) and any known set 2 sounds.</p> <p>Start to write sentences using a sentence stem</p> <p>Start to 'hold a sentence' in order to write it.</p> <p>Use appropriate spacing between words</p>	<p>Write recognisable letters for all set 1 sounds (including digraphs) and any known set 2 sounds.</p> <p>Spell words using known sounds and make plausible attempts at writing words with unfamiliar sounds.</p> <p>Use 'hold a sentence' in order to write a sentence.</p> <p>Use appropriate spacing between words</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Start to use capital letters and full stops to demarcate sentences.</p>



<p><b>Key texts</b></p>	<p><b>Starting School</b> By Janet and Allan Ahlberg <b>Once There Were Giants</b> By Martin Waddell <b>Lost and Found</b> By Oliver Jeffers <b>People Who Help Us</b> By Wood and John <b>Rosie's Hat</b> By Julia Donaldson <b>Coming to England</b> By Floella Benjamin <b>Dogger</b> By Shirley Hughes</p>	<p><b>Little Glow</b> By Katie Sahota <b>The Jolly Christmas Postman</b> By Allan Ahlberg <b>The Night Before Christmas</b> By Clement C Moore</p>	<p><b>Jack and the Beanstalk</b> Ladybird Edition <b>Oliver Vegetables</b> By Vivian French  <b>Rosie's Walk</b> By Pat Hutchins</p>	<p><b>Book of Animals</b> By Oliver Jeffers <b>Farmyard Hullabaloo</b> By Giles Andre</p>	<p><b>What Do Machines Do All Day?</b> By Joe Nelson <b>Car, Car, Truck, Jeep</b> By Katrina Chapman <b>No-Bot The Robot With No Bott</b> By Sue Hendra <b>Snail Trail</b> By Ruth Brown <b>Mad About Minibeasts</b> By Giles Andre <b>The Snail and the Whale</b> By Julia Donaldson</p>	<p><b>Shark in the Park</b> By Nick Sharratt <b>Errol's Garden</b> By Gillian Hibbs  <b>The Butterfly Bouquet</b> By Nicola Davies <b>Say Goodbye...Say Hello</b> By Cori Doerrfeld</p>
<p><b>Nursery Rhymes</b></p>	<p>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</p>	<p>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</p>	<p>5 Little Monkeys Swinging in the Tree 5 Little Ducks Incy, Wincy, Spider 5 Speckled Frogs</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><b>Mathematics</b></p>	<p><b>Powermaths- Unit 1-6</b></p> <p>Numbers to 5 Compare groups within 5 Shape Changes within 5 Number bonds within 5 Space</p>		<p><b>Powermaths- Unit 7-13</b></p> <p>Numbers to 10 Comparing numbers within 10 Addition to 10 Measure Number bonds to 10 Subtraction Exploring Patterns</p>		<p><b>Powermaths- Unit 14-18</b></p> <p>Counting on and counting back Numbers to 20 Numerical patterns Shape Measure Sorting Time</p>	
<p><b>Foundations of History</b></p>						



Understanding the World	<p><b>Long Ago</b> How We Live Now Compared To The Past Timelines</p>	<p><b>Ready, Steady, Grow</b> Putting Events into Chronological Order</p>	<p><b>Marvellous Machines</b> Machines from the past Vehicle Changes Over Time <b>Moving On</b> Events in Chronological Order</p>
	<p><b>Foundations of Geography</b></p>		
	<p><b>Me &amp; My Community</b> Being Part of a Community People Who Help Us <b>Sparkle and Shine</b> Different Celebrations Around the World</p>	<p><b>Ready, Steady, Grow</b> Map Symbols <b>Animal Safari</b> Collect Data from Fieldwork</p>	<p><b>Creep Crawl Wiggle</b> Create a Simple Map <b>Sunshine and Sunflowers</b> Sun Safety Maps</p>
	<p><b>Foundations of Science</b></p>		
	<p><b>Me &amp; My Community</b> We Change As We Grow <b>Sparkle and Shine</b> Sort items into groups</p>	<p><b>Ready, Steady, Grow</b> Living Things and their Habitats Where Food Comes From Grouping Animals and Their Young <b>Animal Safari</b> Identify Groups of Animals Features of Animals</p>	<p><b>Marvellous Machines</b> Machines Need Electricity Material Properties <b>Creep Crawl Wiggle</b> Observe Living Things Groupings of Animals <b>Sunshine and Sunflowers</b> Explore Living Things Around Us Features of a Plant Butterfly Life Cycle</p>
	<p><b>Religious &amp; Cultural Awareness</b></p>		
<p><b>Me &amp; My Community</b> Being Part of a Community We Are All Unique <b>Sparkle and Shine</b> Winter Celebrations inc Christmas, Diwali Similarities and Difference of People Around the World</p>	<p><b>Ready, Steady, Grow</b> Name and Describe People Familiar to Them <b>Animal Safari</b> Members of the Community</p>	<p><b>Marvellous Machines</b> Emergency Services <b>Moving On</b> Recognise Our Changes</p>	
Personal, Social & Emotional Development (inc. PSHE)	<p><b>Valuing Me</b> See themselves as a valuable individual e.g. by adults getting to know each child and family.</p> <p><b>Personal Care</b> Manage their own needs.- e.g. hygiene, oral health, washing hands, healthy living practises.</p> <p><b>Feelings</b> Identify and moderate own feelings socially and emotionally e.g. turn taking, tidy up routines.</p> <p><b>Building Relationships &amp; Staying Healthy</b> Build relationships and form positive attachments with adults and peers e.g. friendship and adult respect.</p>		



	<p>Manage own personal hygiene, e.g. oral health and understand the importance of healthy food choices.</p> <p><b>Empathy &amp; Resilience</b></p> <p>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.</p> <p><b>Feelings &amp; Empathy</b></p> <p>Express feelings and consider other’s feelings e.g. talking about feelings, circle time activities, modelling positive behaviour.</p>					
EAD	<b>Art &amp; DT</b>					
	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	
	<b>Music</b>					
	<p><b>Me!</b></p> Nursery rhymes and action songs	<p><b>My stories</b></p> Nursery rhymes and action songs	<p><b>Everyone!</b></p> Nursery rhymes and action songs	<p><b>Our world</b></p> Nursery rhymes and action songs	<p><b>Big bear funk</b></p> Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1.	<p><b>Reflect, rewind and replay</b></p> 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	<b>Gross Motor</b>					
	This includes: <ol style="list-style-type: none"> <li><b>Weekly PE lessons using Merton Physical Education programme.</b> This aims to develop children’s physical literacy in the early years, support their social and emotional development and create healthy, active learners.</li> <li><b>Daily access to the outdoor area</b> 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.</li> </ol>					
	<b>PE Lessons</b>					
	Body Awareness and Movement in Space		Cooperation, Coordination and Control	Object Control	Stability	
	<b>Fine motor</b>					

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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