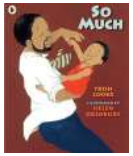
Curriculum Overview: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	Local area walk	Visit from the emergency services	Helena Thompson museum visit	Phunky Foods	Lake District Animal Park visit	Beach visit
English (Literacy/Physical Development/ Communication and Language)	**Write own 'wild things' narrative** Labels, captions, oral re-telling	**Non-chronological reports** Diaries, re-telling, oral dictation, mini-autobiography	**Own version of 'overcoming' tales** Thought bubbles, labels, oral re-telling, writing in role, thank you letters	**Advice leaflets** Labels and captions, advice, retellings, writing in role, narrative, letter	 **Own 'So Much' narrative poem** Past tense sentences, writing in role, performance poetry	**Simple explanation** Signage, letters of advice, lists, labelled diagrams
	Our Writing curriculum is designed using **Literacy Tree** ensuring all children are exposed to a wide range of genres and high-quality texts, traditional tales and poetry, which capture their imagination and stimulate positive responses to reading, high quality writing and purposeful opportunities for Communication and Language.					
Phonics *Little Wandle Progression:*	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4
Maths	**Mastering Number**					
	White Rose Maths					

Understanding the World						
	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Science	Explore the natural world around them, using their senses. Observe, record and talk about materials and their textures. Observe and describe living things and their habitats within the school grounds.	Identify products that use electricity to make them work. Identify that the properties of materials differ. Explore and sort magnetic and non-magnetic materials through play and exploration.	Explore human growth; recognising that people grow from babies to adults. Understand the effect of changing seasons on the natural world and begin to describe simply how the weather changes with the seasons. Name and sort everyday ideas into groups of the same material.	Observe and describe living things and their habitats within the local environment; including, naming and describing the basic features of plants and trees. Describe some ways that plants or animals should be cared for in order for them to survive. Match animals to their young.	Identify common features of different groups of animals. Describe some ways that plants or animals should be cared for in order for them to survive. Match animals to their young and to the foods they eat.	Name animals that live in different habitats; including those that live near the seashore. Explore the features and characteristics of a variety of animals, including fish, birds, mammals and talk about the foods they eat.
History	Discuss how the local environment has changed over time using photographs and first-hand experiences.	Describe some similarities and differences between machines in the past and present.	Explore how our school has changed over time; how life in the past was different from today including: clothes, toys, games and vehicles; sequence events in chronological order linked to human growth. Share stories and talk about significant people	Farming in the past and present, putting events in chronological order, relate the changing seasons to the passing of time.		Make comparisons between seaside holidays in the past and present using books, stories and pictures. Order and sequence familiar event events using words relating to the passing of time.

			who lived in the past.			
Geography	Exploring environments that we share with others, including homes, school and our local community. Maps as pictorial representations. Create routes of journeys; real and imagined.	Talk about the different occupations that familiar adults and members of their community have; i.e. fire and rescue, police, RNLI and ambulance service.	Show an awareness of the similarities and differences between people in different communities and groups from around the world. Seaton Academy and Seaton landmarks. Observe seasonal changes and how this effects the environment. (*People, Cultures and Communities)*	Food and farming; explores themes, including where in the world food comes from, create maps of imaginary journeys. A farm is an area of land and its buildings are used for growing crops and rearing animals.	Animals that live around the world, such as in Africa. The importance of caring for our local and global environments; begin to collect simple geographical data through fieldwork activities. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	Map making, using digital maps, google maps, locate seas and oceans on a map. Talk about members of the community and their roles in society: coastguard. (*People, Cultures and Communities*
Religious Education	My **Hindu** Family	My **Christian** Family	My **Buddhist** Family	My **Jewish** Family	My **Sikh** Family	My **Muslim** Family
Expressive Arts and Design						
	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Art Access Art	**Artist: Wassily Kandinsky** Observational drawing and painting of themselves, showing emotions. Use colour to	**Artist: Jackson Pollock** Use digital technology to create artwork. Printing using nuts, screws, bolts.	Black and white observational drawings/portraits using a variety of tools and pencil types.	**Artist: Giuseppe Arcimboldo** Explore transient art using natural materials, develop printing skills with natural objects,	Draw, cut, tear, fold and stick a range of papers and fabrics to create an animal print collage. Look carefully at animals and their features to make	**Artist: Henri Matisse** Create artwork in response to images of the sea, and observations of the local sea. Transient beach artwork.

	create concentric circles inspired by Wassily Kandinsky. Exploring 3D Art.	Use colour and a variety of tools to create artwork inspired by Jackson Pollock. Observational drawing of vehicles.	Colour mixing, using black and white to create grey. Observing portraits from long ago.	further develop colour mixing.	observational drawings and animal sketches. Create a sculpture of a chameleon	Drawing of shells.
Design and Technology	Opportunities to explore using a variety of materials; den building; threading.	Build and create marvellous machines.	Looking at old clothes and new clothes; design and make their own t-shirt.	Food and farming; where food comes from; preparing healthy meal.	Building animal homes to provide shelter.	2D and 3D transient beach art.
Music *Charanga*	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Prime Areas						
Physical Education (Physical Development) *Get Set 4 PE*	**Introduction to PE 1** Moving safely around others and in spaces, work co-operatively and use different travelling actions. **Introduction to PE 2** Control with equipment and following instructions to play safely as a group.	**Fundamentals 1** Balancing, running, stopping, jumping and changing direction. **Dance 1** Exploration of how body parts move whilst communicating ideas through performance; use of levels, mirrored actions and control.	**Fundamentals 2** Balancing, running, stopping, jumping, hopping and changing direction. **Gymnastics 1** Creating shapes with our bodies on and off apparatus, including different way to travel and link sequences together.	**Balls Skills 1** Rolling, stopping, bouncing, dribbling and catching a ball. **Dance 2** Creating performances using bodies and props whilst considering shape, level and direction to express ideas through movement in response to a theme.	**Ball Skills 2** Rolling, tracking, throwing, catching, dribbling and kicking a ball. **Gymnastics 2** Sequences using shapes, balances and travelling actions with development of using apparatus whilst; rocking, rolling, jumping, landing and creating sequences.	**Games 1** Running, stopping, throwing, scoring and tagging within team games. **Games 2** Aiming, throwing, striking and following rules when playing team and paired games.

PSHE (Personal, Social, Emotional Development)	See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.	Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence.	Play cooperatively with others and take turns.	Explore, build and play with a range of resources and construction kits with wheels and axles	Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.	Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.
Other Areas						
Computing	In Reception, children learn basic keyboard and mouse skills. Children have opportunities to use ICT in class during lessons and through continuous provision. The children will be able to give a command to a coding caterpillar (forwards, backwards, turn) and input the code to achieve a desired outcome.					
Online Safety *Project Evolve*	Online safety is also taught through other areas of the curriculum, including: **Personal, Social, Emotional Development.**					
	Self-image and Identity Online Bullying	Online Relationships	Online Reputation	Managing Online Information	Privacy and Security	Health, Wellbeing and Lifestyle Copyright and Ownership