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|  |  | Reception Overview | | | | | | | | | | | | | | | | | | | | |
|  |  | **Autumn 1** | | | **Autumn 2** | | | | **Spring 1** | | | | **Spring 2** | | | **Summer 1** | | | | **Summer 2** | | |
| **Focus** |  | Food Glorious Food | | | Brilliant Bodies /  Autumn / Christmas | | | | The World and Beyond /  Winter | | | | Heroes and Villains / Spring | | | On the Move | | | | Minibeasts /  Summer | | |
| **Communication and Language** | Speaking and Listening  Oracy  Lola Listening | Group 1 EY Talk boost  Lola Listening | | | Group 1 EY Talk boost  Lola Listening | | | | Group 2 EY Talk boost  Lola Listening | | | | Group 2 EY Talk boost  Lola Listening | | | Group 3 EY Talk boost  Lola Listening | | | | Group 3 EY Talk boost  Lola Listening | | |
| **Personal, Social and Emotional Development** | RHE / PSHE | Created and loved by God  Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. | | | | | | | Created to Love Others  Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.  NSPCC – Pantosaurus | | | | | | | Created to Live in the Community  Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God. | | | | | | |
| RE  Threaded throughout all learning, but with lesson focus as specified | God’s World  (The Creation) | | | God’s Family  (The Christmas story) | | | | Getting to Know Jesus  (Jesus and his disciples) | | | | Sorrow and Joy  (Saying sorry, Jesus’ death) | | | New Life  (The Resurrection, the Ascension) | | | | Our Church Family  (Baptism) | | |
| **Physical Development** | Gross and fine motor skills | Dough disco, Squiggle While You Wiggle,  fine motor skills activities, PE, outdoor play (balancing, hula hooping, throwing and catching, ribbons) | | | | | | | | | | | | | | | | | | | | |
| **Literacy** | Literacy Tree | I Will Not Ever Never Eat a Tomato /  I Am Henry Finch | | | Bringing the Rain to Kapiti Plain / So Much | | | | Look Up! /  The Magic Paintbrush | | | | Super Milly and the Super School Day / The Extraordinary Gardener | | | The Night Pirates / Little Red | | | | Anansi / Oi Frog | | |
| Core Books | Handa’s Surprise  Six Dinner Sid | | | Rosie’s Walk  On the Way Home | | | | Whatever Next!  Man on the Moon | | | | SHHH!  The Gruffalo | | | Mr Gumpy’s Outing  Mrs Armitage on Wheels | | | | Owl Babies  Farmer Duck | | |
| Poetry | Wind the Bobbin Up  Pat-a-Cake  Baa, Baa, Black Sheep | | | Miss Molly Had a Dolly  Jack and Jill  Humpty Dumpty | | | | Twinkle, Twinkle Little Star  Hickory, Dickory, Dock  Hey, Diddle, Diddle | | | | Mary, Mary, Quite Contrary  Ring-a-Ring-a-Roses  Round and Round the Garden | | | The Wheels on the Bus  Row, Row, Row Your Boat  Down at the Station  A Sailor Went to Sea | | | | Incy Wincy Spider  One, Two, Buckle My Shoe  The Grand Old Duke of York  1,2,3,4,5, Once I Caught a Fish Alive | | |
| Phonics | LOLA Listening Programme  Little Wandle Autumn 1  Oral blending | | | Little Wandle Autumn 2  Oral blending and reading CVC words focus | | | | Little Wandle Spring 1 | | | | Little Wandle Spring 2 | | | Little Wandle Summer 1 | | | | Little Wandle Summer 2 | | |
| Mark-making and Writing | Name writing | | | CVC words | | | | Captions | | | | Captions | | | Sentences | | | | Sentences | | |
| **Mathematics** |  | Getting to know you | 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** | History  Geography  Science | * Making bread * Names of fruit and vegetables * Exploring /tasting fruit * Where food comes from * Healthy eating | | | * External body parts – name and label * Celebrating our differences * Doctors and nurses * Importance of brushing our teeth * Growing up strong – sleep and exercise * Changes in the environment during Autumn | | | | * Chinese New Year focus – map, customs, legends * Homes around the world * Planet Earth and celestial bodies * Changes in the environment during Winter | | | | * Changes in the environment during Spring * How plants grow * Parts of a plant * Growing and caring for our own plants | | | * Map of local area * Map of the world * Travel * Vehicle exploration/ construction | | | | * Drawing what we observe * Observing change over time * Life cycle of a butterfly * Spider facts * Minibeast habitats | | |
| **Expressive Arts and Design** | Art, DT, Dance | * Colours of the rainbow * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – glue/ tape | | | * Colours of the rainbow * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – glue/ tape | | | | * Colour mixing * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – joining techniques * Representing what we see and imagine | | | | * Colour mixing * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – joining techniques * Representing what we see and imagine | | | * Colour mixing * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – joining techniques * Refining representations of what we see and imagine | | | | * Colour mixing * Exploring media – paint, pastels, pens, chalk, crayons, collage, clay, play dough * Junk modelling – joining techniques * Refining representations of what we see and imagine | | |
| Music | Me! | | | My Stories | | | | Everyone! | | | | Our World | | | Big Bear Funk | | | | Reflect, Rewind and Replay | | |
| **Understanding the World Vocabulary** | | Bake, mix, knead, change, fruit, vegetables, healthy, unhealthy | | | Head, neck, back, arms, legs, hands, feet, different, healthy, ill, sleep, exercise, leaves, acorns, conkers | | | | China, bake, change, Earth, moon, planet, star, space, astronaut | | | | Grow, plant, flower, stem, light, bud, goat, horn, tail, farm | | | Map, landmark, country, ocean, car, bus, boat, plane, wheel | | | | Alive, egg, young, adult, caterpillar, butterfly, spider, web, spiderling | | |
| **Maths Vocabulary** | | Subitise, match, sort, compare, size, mass, capacity, pattern, count, how many, one, two, three, add, take away, one more, one less, long, short, tall, longer, shorter, taller, large, larger, big, bigger, small, smaller | | | Over, under, next to, on, behind, in front of, number, four, five, square, rectangle, day, night, morning, afternoon, before, after, today, tomorrow, now, next, later, circle, triangle, altogether, count, subitise, composition | | | | Compare, zero, six, seven, eight, mass, capacity, more than, fewer than, the same, heavier, lighter, balance, full, empty, half full, nearly full, nearly empty, pairs, odd, even, double | | | | Six, seven, eight, nine, ten, match, pair, altogether, total, group, arrange, height, taller, shorter, longer, measure, length, order, days of the week, today, yesterday, tomorrow, time, minute, how long?, bonds to 10, 3D shape, cube, cuboid, cylinder, cone, sphere, pyramid, pattern | | | Compare, order, add more, total, altogether, take away, how many left?, subtract, count, subitise, double, share, group, equal, fair, half, odd, even, subitise, sort, match, pattern, repeat, map, first, next, shape, 2D, 3D, rotate, fit, turn | | | | Subitise, count, compose, sort, match, order, compare, numbers 11-20, the same, different, pattern, most, least, smallest, largest, fewest, greatest, map, model, plan, position | | |
| **Curriculum Enhancing Opportunities (Milestones)** | | Class picnic  Baking  Visit from Emmanuel | | | Visit from a doctor or nurse  Autumn walk around school  Post a letter to Santa | | | | Winter walk around school  Baking  Den building | | | | Spring walk around school  Visit a farm  Plant and grow seeds | | | Local walk and traffic survey | | | | Summer walk / minibeast hunt  Butterfly Garden kit  Visit St Ignatius Church | | |

At St. Ignatius we have a flexible approach to the curriculum. These topics act as a guide, however we respond to children’s interests and needs. Therefore, the content of each topic is subject to change, and many other topics may be covered too, in line with children’s interests.

Mathematics and Literacy are an integral part of every day in EYFS. They are taught throughout our topics, and children have opportunities to develop their skills and knowledge during their child-initiated learning time. In Literacy we focus on storytelling, nursery rhymes, oral blending and segmenting, mark making and name recognition.