

St. Peter's Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Themes	Starting School Me and My Family Autumn	Autumn/Winter Bonfire Night Advent Christmas Christmas around the world	Local Area Visit-Inc St. Peter's church Life Long Ago- Windmill/Train & Transport Maps	People Who Help Us Road Safety Pancake Day Lent & Easter Planting/Gardening/Spring	Life cycles – Frog/minibeasts, beans/sunflowers Non fiction books Fairhaven Lake Visit	Summer Around the World- hot/cold places Holidays Seaside
RE	Branch 1: Creation and Covenant God made the world and everything in it. God made me. God loves everyone. Learn our daily prayers and learn to make the sign of the cross.	Branch 2: Prophecy and promise The Annunciation-Mary was chosen by God to give birth to his son, Jesus. The Nativity-Jesus was born in a stable and laid in a manger. Shepherds visited him. Advent is a time of getting ready to celebrate Jesus' birthday Take part in our class Nativity play	Branch 3: Galilee to Jerusalem The Wise Men visit Jesus Jesus welcomes the little children Feeding of 5000 Learn the "Glory Be" prayer	Branch 4: Desert to Garden Lent is a time to care for others A simplified version of the events of Holy Week especially Good Friday and Easter Sunday	Branch 5: To the Ends of the Earth Story of Pentecost including the coming of the Holy Spirit The Good News of Jesus lived out by the disciples	Branch 6: Dialogue and Encounter Friends of Jesus: Saints Peter and Paul (link to our Feast Day) Pictures of Jesus from non-European traditions Experience our global faith Talk about beliefs and understanding of religion.
Communication & Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-	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.		fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day					
	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.					
Personal Social Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Think about the perspectives of others. Manage their own needs.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Literacy	Focus Texts: Harry & The Dinosaurs Go to School, Harry & the Bucketful of Dinosaurs, When Dragon Goes to School, The Colour Monster at School	Focus Texts: Room on the Broom, Owl Babies, The Longest Wait, Mary's Little Donkey, The Christmas Promise	Focus Texts: Tilda Tries Again, Ravi's Roar, Perfectly Norman, Ruby's Worry	Focus Texts: Mama Panya's Pancakes, What Jobs Could You Do, Real Superheroes, Cops and Robbers, Burglar Bill	Focus Texts: How a Seed Grows, Seed to Sunflower, Caterpillar to Butterfly, Big Book of Bugs	Focus Texts: Big Book of the UK, Greedy Zebra, Sleepy Cheetah, Children of the World, Poles Apart

	<p>Read & write individual letters by saying the sounds for them.</p> <p>Writing opportunities: name writing, single word labels and captions</p>	<p>Blend sounds into words, so that they can read and begin to write short words made up of known letter-sound correspondences.</p> <p>Writing opportunities: lists and letters (Christmas), labels and captions, messages</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Writing opportunities: labels, captions, messages, simple sentences retelling stories/recounting experiences</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Opportunities: labels, captions, simple sentences retelling stories/recounting experiences.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing opportunities: labels, captions, simple (and more complex) sentences retelling stories/recounting experiences and creating non fiction texts and simple stories</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Writing opportunities: labels, captions, simple (and more complex) sentences retelling stories/recounting experiences and creating non fiction texts and simple stories.</p>
<p>Phonics</p> <p><i>ReadWriteInc</i></p>	<p>ReadWriteInc Ability groups Read single letter set 1 sounds (1st 16)</p>	<p>ReadWriteInc Ability groups Read all set 1 single letter sounds. Blend sounds into rods orally</p>	<p>ReadWriteInc Ability groups Read short Ditty stories. Blend sounds to read words.</p>	<p>ReadWriteInc Ability groups Read Red storybooks Read set 1 special friends</p>	<p>ReadWriteInc Ability groups Read Green storybooks. Read 4 double consonant sounds (eg. sh, ch, th, no, nk)</p>	<p>ReadWriteInc Ability groups Set 1 Sounds & blending Read Green Storybooks. Read first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo)</p>
<p>Mathematics</p>	<p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside</p> <p>Name and sort 2D shapes</p> <p>Continue, copy and create repeating patterns.</p>		<p>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p> <p>Focus on equal and unequal groups</p> <p>Select, rotate and manipulate shapes.</p> <p>Compose and decompose shapes.</p> <p>Compare length</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>Compare length, weight and capacity</p>		

<p>Understanding the World <i>Science, Geography, History, Computing, PSED, RE</i></p>	<p>P Talk about members of their immediate family and community. P Name and describe people who are familiar to them. C Complete a simple program on an ipad</p>	<p>R Recognise that people have different beliefs and celebrate special times in different ways. G Recognise some similarities and differences between life in this country and life in other countries. C Access and interest with a range of technologies</p>	<p>H Understand that some places are special to members of their community H Comment on images of familiar situations in the past. H Compare and contrast characters from stories, including figures from the past. G Draw information from a simple map.</p>	<p>S Explore the natural world around them. C create videos, stories and draw pictures on screen using ipads</p>	<p>S Explore the natural world around them. C create videos, stories and draw pictures on screen using ipads</p>	<p>G Recognise some environments that are different to the one in which they live. G Draw information from a simple map. C: use the internet with adult supervision to find out information.</p>
<p>S Understand the effect of changing seasons on the natural world around them S Describe what they see, hear, and feel whilst outside.</p>						
<p>Expressive Arts and Design <i>Art, DT, Music links</i></p>	<p>Develop storylines in their pretend play.</p>	<p>A Explore and experiment with colour and colour mixing</p>	<p>D Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>A/D Create collaboratively sharing ideas, resources, and skills. Explore and use different tools and techniques to create observational drawings</p>	<p>S Explore and use different tools and techniques to create observational drawings</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p>

	<p>M: Know 20 nursery rhymes off by heart M: Know we can move with the pulse of the music M: Sing or tap nursery rhymes from memory M: A performance is sharing music</p>	<p>M: Know the stories of some nursery rhymes M: Know that the words of Congo's can tell stories and paint pictures M Songs have sections</p>
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<p>HRSE (Life to the Full)</p>	<p>Created & 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.</p>	<p>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.</p>	<p>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.</p>
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