

St. Peter's Catholic Primary School
Reception Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Starting School Me and My Family Autumn	Autumn/Winter Stick Man Bonfire Night Advent Christmas/Father Christmas story Christmas around the world	Local Area Visit-Inc St. Peter's church Life Long Ago-Windmill/Trains & Transport Maps	People Who Help Us Road Safety Pancake Day Lent & Easter Planting/Gardening/Spring Life Cycles-beans. Jack & the Beanstalk	Life cycles – Frog/butterfly/chicken Non fiction books Farm Visit What the Ladybird Heard Monkey Puzzle Hungry Caterpillar	Summer Around the World-hot/cold places Holidays Seaside
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	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 Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility	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	Read & write individual letters by saying the sounds for them. Writing opportunities: name writing, single word labels and captions Drawing Club: Not Now Bernard, Goldilocks, The Tiger who Came to Tea	Blend sounds into words, so that they can read and begin to write short words made up of known letter-sound correspondences. Writing opportunities: lists and letters (Christmas), labels and captions, messages	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Writing Opportunities: labels, captions, messages, simple sentences retelling stories/recounting experiences	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Opportunities: labels, captions, simple sentences retelling stories/recounting experiences.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Writing opportunities: labels, captions, simple (and more complex) sentences retelling stories/recounting experiences and creating non fiction texts and simple stories	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Writing opportunities: labels, captions, simple (and more complex) sentences retelling stories/recounting experiences and creating non fiction texts and simple stories.
Phonics	RWI: Set 1 sounds (whole class)	RWI: ability groups	RWI: ability groups	RWI: ability groups	RWI: ability groups	RWI: ability groups
Mathematics	Number: Matching & sorting, comparing amounts SSM: Comparing size, mass & capacity, exploring pattern.	Number: representing, comparing and composition of numbers 0-5, one more and less SSM: 2D shapes, positional language, time	Number: representing, comparing and composition of numbers 5-10, combining 2 groups, bonds to 5/10 SSM: Comparing mass and capacity, length, height, time, 3D shapes, pattern		Number: building numbers beyond 10, counting patterns beyond 10, adding more, taking away SSM: Spatial reasoning-match, rotate, manipulate, compose and decompose	Number: doubling, sharing and grouping, even and odd, patterns and relationships SSM: Spatial Reasoning-visualise and build, mapping
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.	Explore the natural world around them.	Explore the natural world around them.	Recognise some environments that are different to the one in which they live. Draw information from a simple map.
Expressive Arts and Design	Develop storylines in their pretend play. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and experiment with colour and colour mixing	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills. Explore and use different tools and techniques to create observational drawings	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and use different tools and techniques to create observational drawings	Watch and talk about dance and performance art, expressing their feelings and responses