**Reception curriculum overview 2023-24**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**  **7 weeks + 1** | **Autumn 2**  **7 weeks** | | **Spring 1**  **5 weeks + 4** | **Spring 2**  **6 weeks** | **Summer 1**  **5 weeks + 4** | **Summer 2**  **6 weeks + 1** |
| **Vision** | **Healthy Hearts** | | | **Healthy Bodies** | | **Healthy Minds** | |
| **My Happy Mind** | **Meet Your Brain**  Understanding my emotions  Understanding other’s emotions | **Celebrate**  Celebrating who I am  Building self-esteem in others | | **Appreciate**  Appreciating me  Appreciating others | **Relate**  Building my relationships  Relating to others | **Enagage**  Pursuing my dreams  Facilitating other’s dreams |  |
| **TOPIC** | **All about me and my family**  **(occupations/ people that help us)** | **Let’s go outside!**  **(Weather & seasons, changes, forest school)** | | **Transport & Travel**  **(map work, contrasting environment)** | **Super Science**  **(Healthy me, investigation, space & the Solar system, looking after the environment.** | **In the Garden**  **(mini beasts, plants, growth)** | **Farming**  **(harvesting, where food comes from, animals)** |
| **Structured Story Time** | **5**  **-Nursery Rhymes**  **-The Three Little Pigs**  **-Monkey Puzzle**  **-Rainbow Fish**  **-Dear Zoo** | | **6**  **-Goldilocks and the -Three Bears**  **-Stick Man**  **-The Squirrels who Squabbled**  **- Lost and Found**  **-Rumble in the Jungle**  **-Non-fiction week**  **-Dear Santa** | **5**  **-Three Billy Goats Gruff**  **-The Gruffalo**  **-Mr Wolf Pancakes**  **- The Tiger Who Came to Tea**  **- You Can’t Take and Elephant on a bus** | **4**  **-The Gingerbread Man**  **-The Runaway Chapati**  **-A Squash and a Squeeze**  **- How to Catch a Star**  **- My Mum is a Superhero** | **6**  **-Little Red Hen**  **-Room on the Broom**  **-The Very Hungry Caterpillar**  **- Oliver’s Vegetables**  **-It Starts with a Seed** | **5**  **-Little Red Riding Hood**  **-The Smartest Giant in Town**  **-We’re Going on a Bear (We’re going on a Lion Hunt)**  **-Handa’s Surprise**  **-The Owl and the Pussy-cat** |
| **ELS Phonics** | **Phase 2** | **Phase 3** | | **Phase 3-4** | **Phase 3-4** | **Phase 4** | **Phase 5- Introduction** |
| **MATHS**  **Mastering Number** | **Subitising-**Subitising within 3  **Counting, ordinality and cardinality-**Focus on counting skills  **Composition-**Explore how all numbers are made of 1s Focus on composition of 3 and 4  **Subitising-**Subitise objects and sounds  **Comparison-**Comparison of sets - ‘just by looking’ Use the language of comparison: more than and fewer than | **Counting, ordinality and cardinality-**Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5  **Comparison-**Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number  **Composition-**Explore the concept of ‘whole’ and ‘part’  **Composition-**Focus on the composition of 3, 4 and 5  **Counting, ordinality and cardinality-** Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 | | **Subitising-**Subitise within 5 focusing on die patterns Match numerals to quantities within 5  **Counting, ordinality and cardinality-** Counting – focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number  **Composition-**Focus on 5  **Composition-**Focus on 6 and 7 as ‘5 and a bit’  **Composition-C**ompare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal | **Counting, ordinality and cardinality-** Focus on the ‘staircase’ pattern and ordering numbers  **Comparison-**Focus on ordering of numbers to 8 Use language of less than  **Composition-**Focus on 7  **Composition-**Doubles – explore how some numbers can be made with 2 equal parts  **Composition-**Sorting numbers according to attributes - odd and even numbers | **Counting, ordinality and cardinality-**Counting – larger sets and things that cannot be seen  **Subitising-**Subitising – to 6, including in structured arrangements  **Composition-**Composition – ‘5 and a bit’  **Composition-**Composition - of 10  **Comparison-**Comparison – linked to ordinality Play track games | **Week 26-Subitise to 5 Introduce the rekenrek**  **Assess and Review-** Automatic recall of bonds to 5  Composition of numbers to 10  Comparison  Number patterns  Counting |
| **SCIENCE**  **CUSP** | **5 Senses**  **Changes in ourselves**  **Animals including humans** | **Changes & similarities**  **Seasonal changes** | | **Floating & sinking**  **Everyday materials** | **Changing states of matter.**  **Health.**  **Recycling**  **Solar system**  **Everyday materials** | **Planting**  **Animals**  **Changes & similarities**  **Growth**  **Habitats**  **Plants**  **Animals including humans**  **Living things and their habitats.** | **Food**  **Animals**  **Crops/growth**  **Plants**  **Animals** |
| **GEOGRAPHY**  **CUSP** | **Where I live**  **Place knowledge** | **Weather**  **Human and Physical** | | **Map work**  **Contrasting environment**  **Place knowledge** | **4 countries the UK**  **Locational Knowledge**  **Map of classroom**  **Fieldwork and map skills** | **4 countries the UK**  **Locational Knowledge**  **Map of school grounds**  **Fieldwork and map skills** | **Journey of food**  **Map of school grounds**  **Fieldwork and map skills** |
| **HISTORY**  **CUSP** | **Family history**  **Introducing changes within living memory-people** | **Past and present tense**  **Bonfire night**  **Remembrance day**  **Introducing changes within living memory-seasons**  **Figures from the past- Guy Fawkes** | | **Development of Preston- past and present.**  **Introducing changes within living memory-places** | **Figures from the past- Neil Armstrong and Tim Peake** |  | **Past and present farming.**  **Introducing changes within living memory.** |
| **ART**  **D&T** | **Safety of tools.**  **Exploration of materials, techniques and textures.**  **Colour mixing.**  **Design and make models.**  **Collaging.**  **Observational drawing**  **Painting.**  **Looking at the artist Arcimboldo’s work.**  **Kapow units- to be integrated across the year through lessons and continuous provision.**  **Art- Drawing Marvellous marks, Painting and mixed media: Paint my world, Sculpture and 3D: Creation station, Craft and design: Let’s get crafty, Seasonal crafts**  **DT- Workshop: Junk modelling, cooking and nutrition - soup, textiles - bookmarks, structures- boat, seasonal** | | | | **Throughout the year these skills are taught through continuous provision and Topic.** | | |
| **COMPUTING** | **Removed from EYFS curriculum as of Sep 2021. Children have access to iPads through continuous provision and will be taught that a range of technology is used in the world around them. They will be taught how to select and use technology for particular purposes, while following safety rules. ICT area will be set up in the continuous provision. This will include iPads, botley, cameras, directional mice etc.**  **Getting started, online safety, Intro to programming.** | | | | | | |
| **RE** | **Special Times** | | | **Special Stories** | | **Special Places** | |
| **MUSIC Charanga** | **Me!** | **My stories** | | **Everyone** | **Our world** | **Big bear funk** | **Reflect, rewind & replay** |
| **MFL** | **NA** | | | | | | |
| **PE** | **First PE** | **Multi skills** | | **Jungle dance** | **Gymnastics** | **Athletics**  **Sports Day** | **Muay Thai** |
| **Outdoor opportunities** | **Tour of school** | **Autumn walk** | | **Forest school** | **Recycling and caring for the environment.** | **Planting, bug hunts.** | **Harvest schools plants.** |
| **Visits and visitors** | **Parent that has a job in the community.** |  | |  |  | **Walk to church**  **Whole class trip- Farm trip** |  |