

## Reception Curriculum Overview

		Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Trips and Enrichment Opportunities		Harvest School walk	Science walk – seasonal change and weather Christmas celebrations Nativity Performance	Visit from School Nurses (handwashing and Dental Hygiene) Visit from/to church	World Book Day Easter Hunt and celebrations	Trip to Nettlecombe Farm Teddy Bears Picnic Ballet Lifeboat Talk	Summer Library Challenge visit Sports Day Trip to Naturezones Dental Care talk
Communication and Language	Listening, Attention and Understanding	Begin to maintain attention and understand simple questions.  Talk about experiences that are familiar to them	Listen to and recall longer stories.  Take part in discussions and retell stories.  Use short sentences in everyday exchanges.	Listen and follow simple instructions.  Uses language to ask and answer how and why questions.	Further develop understanding of why questions.  Affirm understanding through talking.  Use language to describe events in detail.  Use complete sentences in everyday talk.	Listen attentively, responding with relevant questions and comments  Use language to offer explanations using recently introduced vocabulary, expressing ideas and feelings.	Engagement in reciprocal exchange.  Confidently express ideas and opinions about their experiences using grammatical full sentences.
	Speaking						
Literacy	Literature and Reading Spine	<i>The Gruffalo</i>	<i>The Snowman</i>	<i>We're Going on a Bear Hunt</i>	<i>What the Ladybird Heard</i>	<i>The Gingerbread Man</i>	<i>The Very Hungry Caterpillar</i>
	Comprehension	<u>Classic:</u> <i>I want my hat back - Klassen</i>  <u>Emotional Development:</u> <i>Pattan's Pumpkin - Chitra Sandar</i>  <u>Language Development:</u> <i>Pinkie Mouse</i> – Alison Green  <u>Understanding of the World:</u> <i>Here We Are - Oliver Jeffers</i>  <u>Rhyme and Predictability:</u> <i>Hairy McClary – Lynley Dodd.</i>		<u>Classic:</u> <i>Whatever Next, Jill Murphy</i>  <u>Emotional Development:</u> <i>We are all Wonders – RJ Pallacio</i>  <u>Language Development:</u> <i>The Way Back Home – Oliver Jeffers</i>  <u>Understanding of the World:</u> <i>A First Book of Nature – Nicola Davies</i>  <u>Rhyme and Predictability:</u> <i>On the Ning Nang Nong - Spike Milligan</i>		<u>Classic:</u> <i>Goldilocks and the Three Bears</i>  <u>Emotional Development:</u> <i>Billy and the Beast</i> – Nadia Shireen  <u>Language Development:</u> <i>The Marvellous Moon Map – Teresa Heapy</i>  <u>Understanding of the World:</u> <i>Hey, Water – Antoinette Portis</i>  <u>Rhyme and Predictability:</u> <i>Oi Frog – Kes Gray</i>	
	Word Reading	Phase 2 – Little Wandle	Phase 2 – Little Wandle	Phase 3 – Little Wandle	Phase 3 – Consolidation and	Phase 4 – Little Wandle	Phase 4 – Little Wandle

					Longer Words – Little Wandle		
	Writing	<b>Write to describe -</b> Labels. <i>The Gruffalo</i>	<b>Write to persuade -</b> Letter <i>The Snowman</i>	<b>Write to describe -</b> Narrative <i>We're Going on a Bear Hunt</i>	<b>Write to inform -</b> Recount of trip to the farm <i>What the Ladybird Heard</i>	<b>Write to entertain</b> Write a traditional tale <i>The Gingerbread Man</i>	<b>Write to inform</b> Recount <i>The Very Hungry Caterpillar</i>
Personal, Social and Emotional Development – PSHE (Kapow)	Self-Regulation	<b>Self-Regulation</b> My Feelings			<b>Self-Regulation</b> Listening and Following Instructions		
	Managing Self					<b>Managing Self</b> Taking on Challenges	<b>Managing Self</b> My wellbeing
	Building Relationships		<b>Building Relationships</b> Special Relationships	<b>Building Relationships</b> My Family and Friends			
Physical Development – PE (Get Set 4 P.E)	Gross Motor	<b>Gymnastics Unit 1</b>	<b>Introduction to PE Fundamentals</b>	<b>Dance Unit 1</b>	<b>Introduction to PE Unit 1</b>	<b>Ball Skills Unit 1 Ballet</b>	<b>Games Unit 1</b>
	Fine Motor	Opportunities to teach, support and develop dexterity, accuracy and manipulation through continuous provision, enhanced provision and teaching are planned to run continuously throughout the academic year. <b>Autumn 1:</b> Dough disco and fit to write activities (ongoing). <b>Autumn 2:</b> Pen disco, Phase 2 letter formation, pencil control and posture in support of developing handwriting (ongoing).					
Maths	Number / Numerical Pattern (Mastering Number)	<i>(Getting to know you, Baseline).</i> Match, sort and compare Subitising within 3. Focus on counting skills. Explore how all numbers are made of 1s. Focus on composition of 3 and 4. Subitise objects and sounds.	Focus on counting skills. Focus on the 'five-ness of 5' using one hand and the die pattern for 5. Comparison of sets - by matching. Use the language of comparison: more than, fewer than, an equal number. Explore the concept of 'whole' and 'part'.	Subitise within 5 focusing on die patterns. Match numerals to quantities within 5. Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number. Focus on 5. Focus on 6 and 7 as '5 and a bit'.	Focus on the 'staircase' pattern and ordering numbers. Focus on ordering of numbers to 8. Use language of less than. Focus on 7. Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.	Counting – larger sets and things that cannot be seen. Subitising – to 6, including in structured arrangements. Composition – '5 and a bit'. Composition - of 10. Comparison – linked to ordinality. Play track games	Subitise to 5. Introduce the Rekenrek. Review and Assess Automatic recall of bonds to 5. Composition of numbers to 10. Comparison. Number patterns. Counting.

		Comparison of sets - 'just by looking'. Use the language of comparison: more than and fewer than.	Focus on the composition of 3, 4 and 5. Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20	Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal.			
	Space, Shape and Measure (White Rose)	<i>(Getting to know you, Baseline).</i> <b>Talk about measure and patterns</b>	<b>Circles and Triangles</b> Shapes with 4 sides My day and night	<b>Mass and Capacity</b> <b>Length, height and time</b>	<b>Exploring 3D shapes</b>	<b>Manipulate, compose and decompose</b>	<b>Visualise, build and map</b>
Understanding of the World	Past and Present – History (Kapow)	<b>Peek into the Past</b>				<b>Adventures Through Time</b>	
	People, Culture and Communities – Geography (Kapow)		<b>Exploring Maps</b>		<b>Outdoor Adventures</b>		<b>Around the world</b>
	People, Culture and Communities – RE	<b><i>Time to celebrate:</i></b>  <i>Diwali</i>  <i>What is the Harvest Festival?</i>  <b><i>What makes us special?</i></b>	<b><i>Time to celebrate:</i></b>  <i>Diwali</i>  <i>Christmas Celebrations</i>  <b><i>What are special times?</i></b>	<b><i>Time to celebrate –</i></b> <i>What is Hanukkah</i>  <b><i>Why are some places special?</i></b>	<b><i>Time to celebrate:</i></b> <i>What is Holi?</i>  <i>Shrove Tuesday.</i>  <i>Easter</i>  <b>What makes the world special?</b>	<b><i>Time to celebrate</i></b>  <b>Why are some things special?</b>	<b>Time to celebrate</b>     <b><i>Why are some stories special?</i></b>

	The Natural World – Science	<b>Changing seasons:</b> taught each half term. Autumn treasures  <b>Animal Adventures</b>	<b>Changing Seasons:</b> Whatever the Weather	<b>Changing seasons:</b> Winter Wildlife  Bulb investigations  <b>I am a scientist</b>	<b>Changing Seasons:</b> Springtime Magic  Flowering plants	<b>Changing Seasons:</b> Sandcastle science  Exploring the natural world – farm trip	<b>Changing Seasons:</b> Summer senses  Butterfly life cycle
Expressive Arts and Design	Creating with Materials – Art (Kapow)	<b>Drawing</b> Marvelous Marks		<b>Painting and Mixed Media</b> Paint My World		<b>Sculpture and 3D</b> Creation Station	
	Creating with Materials – DT (Kapow)	<b>Cooking and Nutrition</b> Soup			<b>Textiles</b> Bookmarks		<b>Structures</b> Boats
	Being Imaginative and Expressive – Music (Kapow)	<b>Exploring sound</b>		<b>Music and Movement</b>		<b>Transport</b>	<b>Big Band</b>
	Computing (Kapow)		<b>Computer systems and Networks</b> – using a computer	<b>Programming</b> All About Instructions	<b>Computing Systems and Networks</b> Exploring Hardware		<b>Data Handling</b> Introduction to Data