Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Focus Text **The Something by Rebecca Cobb** Narrative: Losing story sentences Purpose: To tell and write sentences around the theme Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Focus Text **Star In A Jar** Narrative: Finding story sentences Purpose: To tell and write sentences around the theme Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into,	Focus Text **Juniper Juniper** Narrative: Superhero sentences Purpose: To tell and write sentences around the theme Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Focus Text **River (3 weeks)** **Mixed (3 weeks)** Purpose: To tell and write sentences around the theme Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Focus Text **The Extraordinary Gardener** Narrative: Transformation story sentences Purpose: To tell and write sentences around a theme. Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Focus Text **The Storm Whale** Narrative: Friendship story sentences Purpose: To tell and write sentences around the theme Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some,come

		no, go, so, he, me, we, be, she, was				
Reading	<u>Autumn 1:</u> Teach Set 1 single sounds (*m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x*) **Blending & Reading:** Fred Talk Assisted blending	<u>Autumn 2:</u> Consolidate Set 1 single sounds; introduce Set 1 'Special Friends' (*sh, th, ch, qu, ng, nk*) **Blending & Reading:** Assisted sound blending; Sound Blending Books	<u>Spring 1:</u> Rapid recall of all Set 1 single sounds and Special Friends (Speedy Sounds) **Blending & Reading:** Independent word blending (Fred Talk to read); Red Ditty Books	<u>Spring 2:</u> Consolidate Set 1 word reading; build speed reading decodable Green Words **Blending & Reading:** Read Red Ditty / Green Storybooks	<u>Summer 1</u> Secure Set 1 fluency; introduce first Set 2 sounds (*ay, ee, igh*) as a challenge if appropriate **Blending & Reading:** Read Green Storybooks with growing fluency	<u>Summer 2</u> **Blending & Reading:** Read **Green or Purple Storybooks** fluently
Maths focus	**Getting to know you (2 weeks - baseline)** • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) **Match, Sort & Compare (2 weeks)** • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and patterns (2 weeks)** • Compare size • Compare mass • Compare capacity		**Alive in 5 (2 weeks)** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 **Mass and Capacity (1 week)** • Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6, 7, 8 (2 weeks)** • Find 6, 7 and 8		**To 20 and beyond (2 weeks)** • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns **How many now? (1 week)** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose and decompose (2 weeks)** • Select shapes for a purpose • Rotate shapes • Manipulate shapes	

	• Explore simple patterns • Copy and continue simple patterns Create simple patterns **It's Me 1, 2, 3 (2 weeks)** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 **Circles and triangles (1 week)** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position **1, 2, 3, 4, 5 (2 weeks)** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 **Shapes with 4 sides (1 week)** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	• Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising **Length, Height and Time (1 week)** • Explore length • Compare length • Explore height • Compare height • Talk about time Order and sequence time **Building 9 and 10 (3 weeks)** • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd **Explore 3D shapes (2 weeks)**	• Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures Find 2D shapes within 3D shapes **Sharing and grouping (2 weeks)** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles **Visualise, build and map (3 weeks)** • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations **Make connections (1 week)** • Deepen understanding Patterns and relationships

			• Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns Patterns in the environment			
Understanding the World focus	To describe physical changes on and around a tree. To observe the weather To describe the changes we have noticed in weather, trees, plants and vegetables. To describe how we can care for plants To name different fruit and vegetables that we have grown To look at an aerial view map of our school and recognise key	Light, Space, Electricity and Movement To use appropriate language to talk about what happens at night, including dark, light, the Sun, the Moon and stars. To name and describe a range of living and non-living things that are in the sky. To describe the Moon's appearance and	Observe winter weather, freezing, and melting. To know who lives here? To investigate which hat to wear today. To understand and investigate how things melt. Compare historical heroes/helpers to modern helpers. Compare emergency	To observe what happens through mixing. To understand how to separate materials. To create and observe the movement of bubbles. Look at historical river use (waterwheels, boats, trade) vs. modern day. Compare historic pictures of bridges/buildings to today. Map the journey of a river from countryside to sea.	Plant seeds and observe life cycles. Identify parts of a flower/plant. Care for plants in the school garden. To identify parts of the body and what they are made from. To know parts of a plant and which are green. To find and identify parents and their child. Compare farming/gardening tools from the past to modern machinery. Observe how our school garden changes over time.	Investigate ocean habitats and marine creatures Test floating and sinking (links to EAD boat building) Learn about ocean conservation and plastic pollution To know what an earthworm can do. To observe and identify animals with stripes. To identify an egg and discuss

	areas – playground, building, field To look at the cherry tree at the end of the book and talk about what it looked like at the beginning. To map out our immediate environment (the playground) and describe what we can see. To talk about what we think is in the hole and share different ideas.	what an astronaut does. To demonstrate how a push or a pull is needed to make an object move. To demonstrate and describe, using the words 'push', 'pull' and 'twist', what they need to do to make a toy move. To talk about objects that float and sink. To sequence the events of the story from morning (past) to night-time (present). To understand how time changes from day to night and how that affects the star.	vehicles past vs. present. Identify local community heroes (police, doctors, firefighters). Map out local community buildings.			which animals may hatch from an egg Compare seaside holidays and transport past vs. present Look at historical photos of boats and lighthouses Compare living in a coastal town with Milnrow

		To identify the different people in the community the boy asks for help. To compare the children's house and neighbourhood in the story to our own.				
RE	**Which people are special and why?** To talk about people who are special to them To say what makes their family and friends special to them To identify some of the qualities of a good friend To recall and talk about stories of Jesus as a friend to others	**Which stories are special and why?** To talk about some religious stories To recognise some religious words, e.g. about God To identify some of their own feelings in the stories they hear To identify a sacred text e.g. Bible, Qur'an	**Which stories are special and why?** To talk about some religious stories To recognise some religious words, e.g. about God To identify some of their own feelings in the stories they hear	**Which times are special and why?** To give examples of special occasions and suggest features of a good celebration To recall simple stories connected with Christmas/Easter and a festival from another faith To say why Christmas/Easter and a festival from another faith are special times for believers	**Where do we belong?** To re-tell religious stories making connections with personal experiences To share and record occasions when things have happened in their lives that made them feel special To recall simply what happens at a traditional Christian infant baptism and dedication To recall simply what happens when a baby is welcomed into Islam.	**What is special about our world?** To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world To re-tell stories, talking about what they say about the world, God, human beings To think about the wonders of the

	To recall a story about a special person in Sikhism and talk about what can be learnt from it.	To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do	To identify a sacred text e.g. Bible, Qur'an To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do			natural world, expressing ideas and feelings To express ideas about how to look after animals and plants To talk about what people do to mess up the world and what they do to look after it
PE	**Dance Unit 1** To use our imagination to move like a car. To move our bodies like a ship moves in the wind. To use our bodies in different ways to be trains and tunnels. To communicate using Makaton sign language. To tell a story about building a house using our bodies.	**Gymnastics Unit 1** We are learning to move safely. To take off and land on two feet. To balance and move balls and beanbags. To travel on mats and benches. To copy and repeat actions. To perform simple shapes and balances.	**Body Management Unit 1** We are learning to balance beanbags. To move through hoops in different ways. To reach and stretch to get equipment. To make bridges and tunnels with our bodies. To travel over and under apparatus.	**Co-operative and Solve Problems** To recognise card symbols and numbers while moving and playing games. To work with a partner to cross the river. To use our bodies to make number shapes. To match colours to actions and move in different ways. To work with others to make patterns.	**Speed, agility, travel** We are learning to move in different directions. To keep our bodies safe in running games. To listen and respond with quick movements. To stop safely. To move our bodies at different speeds, fast and slow, and stay in control. To use and improve all of our movement skills.	**Manipulation and co-ordination** We are learning to handle a balloon. To handle a ball. To kick a ball. To hop, jump and step. To send a ball or beanbag. To send and stop in a game.

	To dance like fire and put a fire out.		To make shapes with our bodies.	To work with a partner to complete challenges.			
Art/D.T Focus	To explore and investigate the tools and materials in the junk modelling area. To develop scissor skills and investigate cutting different materials. To explore different ways to temporarily join materials together. To learn how to plan and select the correct resources needed to make a model. To verbally plan and create a junk model. To share a finished model and talk about the processes in its creation. To explore the work of Dario Tironi and Koji Yoshida and discuss the importance of reusing and recycling.	**Painting and Mixed Media** To learn about Andy Goldsworthy and develop an understanding of his style and techniques. To create art work using natural materials in the style of Andy Goldsworthy. To explore paint through finger painting and create patterns. To create natural paintbrushes using found objects. To learn how to use and hold a paintbrush and how to draw different lines and spirals. To draw different lines and paint	To understand what waterproof means and to test whether materials are waterproof. To test and make predictions for which materials float or sink. To compare the uses of boats. To investigate how the shape and structure of boats affects the way they move. To design a boat. To create a boat based upon their own design. Key vocabulary- Waterproof, float, compare, shape, structure	**Drawing – Marvellous Marks** To explore making marks with different media (pencils, wax crayons, felt tips, chalk etc) To explore how to and make controlled large and small movements. To learn about Julian Opie and develop an understanding of his style and techniques. To learn what is meant by the key word self-portrait, observation and what the features are on a person's face.	To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste. To explore a leek and describe it using the five senses. To design food packaging. To practise cutting with a knife and learn how to use a knife safely. To observe and help with the use of tools to prepare ingredients. To describe the finished project and evaluate the process. To design a fruit and vegetable soup recipe. Key vocabulary: Cut, chop, fruit, vegetable, safe, senses Key Person: Buddy Oliver (https://www.youtube.com/playlist?list=PLcpoB2VESJme7lSxXEcXyVtFPsMI78lcL)	**Sculpture- Clay impressions** To explore clay and its properties. To learn about Rachel Dein and develop an understanding of her style and techniques. To create different textures and shapes in malleable materials by pressing different objects into it. (salt dough) To plan a 2D sculpture in the style of Rachel Dein. To create a 2D clay sculpture inspired by Rachel Dein using the skills or

		effects in different media and discuss the effects created. (pastels, dabbers, rollers, bubble wrap, sponges etc) Key Vocabulary- Pattern, spiral, draw, natural, line Key Person – Andy Goldsworthy	Link to Science – Objects and Materials) (Link to History – Toys) Key Person - Maria Beasley	To create a self portrait in the style of Julian Opie using a variety of colours and chosen media. Key Vocabulary- Self-portrait, face, features, line, shape, observation Key Person – Julian Opie		pressing and rolling. To share their creation, explaining the processes they have used. Key Vocabulary- Rolling, pressing, texture, squeeze Squash, impression Key Person – Rachel Dein Sculpture- 3D paper minibeasts To learn about Kate Kato and develop an understanding of her style and techniques and what is meant by a 3D sculpture. To join and stack recycled materials together to create a class bug hotel.

						To experiment and explore with paper sculpting techniques to create bugs. E.g. scrunching paper for spiders, folding for caterpillars, bending for butterfly wings. Once children have learnt skills this can be completed in continuous provision. Key Vocabulary- Scrunch, curling, tearing, folding, bend, stack Key Person – Kate Kato
PSHE Focus Story Project	Book - Luna Loves Library Day	Book - Jar of Happiness	Book - Here we are I can tell you the things I love in the world.	Book - Barbara throws a wobbler	Book - Oliver's Vegetables	Book - The New Small Person Discuss pregnancy Understand how to care for a human baby.

	I can tell you who is in my family and why they are important I can tell you what I like to do with my family I can tell you how I show love to my family I can show skills related to active listening eg. eye contact I can tell you how to show good manners Link to British Values – Mutual Respect	I can tell you what makes me feel happy I can tell you some ways that I help others to feel happy I can tell you what makes me feel sad I can tell you some simple strategies that help me when I feel sad I can explain how friends and family can make us feel happy Link to British Values, Individual Liberty PANTS RULE	I know what is good about the world and can tell you why it is important to look after my planet. I am proud of my school and can tell you why it is a good place. I understand how to keep my classroom environment tidy and safe. I can name the parts of my body and tell you some ways I look after my body. Link to British Values – Rule of Law Link back to the PANTS RULE	I can tell you what makes me feel angry. .I can tell you what makes me feel calm. I can tell you the difference between feelings and actions. I can tell you how to treat friends kindly. .I can tell you how to have kind hands.	.I can give some examples of healthy foods that are good for my body. .I can tell you how I include healthy foods in my diet. .I can tell you where vegetables and fruits come from and how to help them grow. I can tell you why I need to drink water at regular intervals in the day. I can tell you why exercise is important and some types of exercise I enjoy. Link to British Values Individual Liberty, Mutual Respect. Rule of Law	I can share with my friends with support. I am able to take turns and share equipment. I know who to talk to if I feel unsafe or worried. Link to British Values - Mutual Respect, Tolerance, Individual Liberty
PSHE Think Equal	Marvellous Me Understand the concept 'same' and 'different'	Ted the Tiger Tamer Link emotions to feelings inside the body	Ahmed's Journey Name their five senses Describe what it feels like in their bodies when they	Biyu the Brave Pea Experience empathy and the perspective of another Discuss the plant life cycle	My Amazing Brain A Understand that we all have a brain Name three things the brain can do	Gokuls Game Continue to name and identify emotions e.g lonely, left out Describe how this feels Name strategies to help others feel included

	Similarities and differences between each other Demonstrate self-confidence <u>These Feelings</u> Demonstrate strategies for managing feelings Understand that feelings will come and go <u>The Weather Inside Me</u> Examples of feelings in relation to the weather e.g anger is a thunderstorm in tummy Understand that feelings come and go like the weather <u>Exploring Kindness</u> Recognise that we all want happiness and kindness	Name different emotions <u>The Secrets Adventures of Anonymouse</u> Perform acts of kindness around school and at home Demonstrate how acts of kindness inspire other acts of kindness <u>Curly the Chameleon</u> Name at least 5 emotions Recognise all emotions are okay even unpleasant ones <u>Practising Kindness</u> Apply their understanding of kindness to individual and collective kind actions <u>Kindness as an inner quality</u>	have a lot of energy <u>Faisal's Not Himself</u> Recognise that boys and girls should both express their feelings and can do the same things Take the perspective of someone else (be able to describe the feelings of a person who others have been mean to) <u>Passing Clouds</u> Recognise and name different feelings Recall strategies to help control their own feelings <u>Yoshi is Different</u> Demonstrate confidence in themselves and their unique talents Show empathy towards others who have different ideas or interests	<u>Thabo and the Tees</u> Show a sense of responsibility for the environment Understand the interconnectedness of all living things <u>Nisha and the Tiger</u> Show compassion for all creatures Express empathy for others <u>Francisco's Family</u> Understand the different families often share similarities Identify things that make their family unique <u>Nothando's Journey</u> Identify unpleasant emotions Practice calming strategies Review the five senses <u>Reha to the Rescue</u> Recognise various emotions Demonstrate ways to display these emotions	<u>My Amazing Brain B</u> Understand that neurons create pathways in the brain Understand that the brain is growing and can always become stronger <u>A Tiny Seed</u> Recognise the importance of trees Understand that one person can make a positive difference <u>Our Home</u> Demonstrate a sense of responsibility towards the environment Explain one way we can help to care for the Earth Name one way to practise peace	<u>My Dream in the Drawer</u> Set a long term goal Understand that gender does not affect dreams <u>Sydney the Seahorse</u> Discuss diversity in skin colours positively <u>Deji and Nnedi and the Very Large Cushion</u> Practise strategies for peaceful conflict resolution Show perspective-taking skills

		Express kindness in terms of actions and intentions Recognise the difference between real kindness and apparent kindness	<u>Zelda Goes on Holiday</u> Demonstrate an understanding of compassion See things from a different perspective <u>The Monster in the Smoke</u> Demonstrate an instance of critical thinking Understand that they can speak out when they see something unfair Begin to understand justice on a basic level	Understand that all creatures are important and can be cared for		

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.