



## Yearly Curriculum Overview: Reception

	Autumn 1 Starting School  All About Me  Autumn	Autumn 2 Superheroes  Nativity  Christmas	Spring 1 Winter  Dinosaurs  Pirates	Spring 2 Spring  Insects  Traditional Tales	Summer 1 Growing  Animals	Summer 2 Summer  The Post Office
Literacy	Writing					
	<p>Give meanings to marks as they draw.</p> <p>Recognising and writing own name in pre-cursive handwriting.</p> <p>Hearing and writing the initial sounds in words.</p> <p>Writing familiar words such as Mum and Dad.</p> <p>Writing about my family.</p> <p>Learning to write for a purpose e.g. making lists, labelling pictures.</p>	<p>Writing the initial and final sounds in words.</p> <p>Segmenting and blending CVC words.</p> <p>Writing labels, lists, captions and simple sentences.</p> <p>Showing an awareness of rhyme and alliteration.</p>	<p>Completing 'I can see ...' captions inspired by winter photos.</p> <p>Writing a fact page about a dinosaur.</p> <p>Beginning to use a capital letter, full stop and finger spaces.</p>	<p>Segmenting and blending CVC words containing digraphs.</p> <p>Writing captions and labels using finger spaces and punctuation.</p> <p>Writing simple sentences which can be read by themselves and others.</p> <p>Using some tricky words when writing.</p>	<p>Writing simple instructions inspired by our experiences of growing plants and knowledge of the lifecycles of animals.</p> <p>Recounting our trip to the farm.</p> <p>Beginning to extend sentences using simple connectives including 'and' and 'because'.</p>	<p>Working more independently in preparation for Year 1.</p> <p>Writing extended sentences.</p> <p>Beginning to make plausible attempts at more complex words.</p>
	Comprehension					
	<p>Enjoying rhyming and rhyming activities.</p> <p>Listening to and joining in with group stories and poems.</p> <p>Recognising own name and</p>	<p>Beginning to be aware of the way stories are structured and suggesting how a story might end.</p>	<p>Describing main story settings, events and characters.</p>	<p>Using vocabulary and forms of speech that are influenced by their experiences of books.</p> <p>Enjoying an increasing</p>	<p>Learning that information can be retrieved from books and computers.</p> <p>Demonstrating an understanding when talking with others about what they have read.</p>	

	familiar signs and logos. Looks at books independently, handling them carefully.	Listening to stories with increasing attention and recall.		range of books.		
Word Reading						
	Phase 1 Recap	Phase 2 Phonemes, Digraphs and Tricky Words  Beginning to link sounds to letters, naming and sounding letters of the alphabet.	Phase 2 Recap Segmenting the sounds in simple words and blending them back together.	Phase 3 Phonemes, Digraphs, Trigraphs and Tricky Words  Using phonic knowledge to decode words and read them aloud accurately.  Reading words and beginning to read simple sentences.	Phase 3 Recap Reading and understanding simple sentences.  Reading some common irregular words.	
Number and Numerical Patterns						
Mathematics	1-10 - Understanding the value of and ordering numbers. <i>Counting</i> - How many people are in different families? Counting the members and comparing based on size or differences.  Rolling a dice and counting out autumnal objects to that value.	1-10 - Ordering numbers 1-10 and finding 1 more than a given number.  <i>Addition</i> - Adding two single digit numbers using manipulatives.  11-15 - Understanding the value of and ordering numbers.	16-20 - Understanding the value of and ordering numbers.  1-10 - Finding 1 less than a given number.  <i>Subitise</i> - Recognise quantities without counting to 5.  <i>Number Bonds</i> - Automatically recall some number bonds to 5.  <i>Doubling</i> - Solving simple problems.	1-20 - Counting forwards/backwards and ordering numbers 1-20.  1-20 - Finding 1 more and 1 less than a given number.  <i>Subtraction</i> - Subtracting two single digit numbers using manipulatives.	<i>Addition</i> - Adding two single digit numbers using manipulatives and bar modelling to support.  <i>Number Bonds</i> - Automatically recall some number bonds to 10.  <i>Sharing</i> - Solving simple problems.  <i>Patterns</i> - Explore odd and even numbers.	<i>Subtraction</i> - Subtracting two single digit numbers using manipulatives and bar modelling to support.  <i>Halving</i> - Solving simple problems.  1-20 - Finding 1 more and 1 less than a given number.  <i>Quantities</i> - Estimating and comparing quantities.
	Space, Shape and Measures					
		<i>Height</i> - Measuring	<i>Time</i> - Identifying	<i>Weight</i> - Ordering and	<i>2D Shapes</i> - Making a	<i>Prepositional Language</i>  <i>Time</i> - Knowing and

	<p>height/hands and making comparisons.</p>	<p>personal and communal celebrations. Knowing key times of the day. Taking part in timing activities, how long is a second? 10 seconds? A minute?</p> <p><i>Money</i> - Recognising coins and using language related to money.</p>	<p>comparing a selection of ingredients according to their weight.</p> <p><i>3D Shapes</i> - Creating models and using mathematical terms to describe shapes.</p> <p><i>Pattern</i> - Making a sandwich using repeating ingredients.</p>	<p>bridge/home for a troll and naming the shapes used.</p> <p><i>Length</i> - Ordering a selection of sticks/straw according to their length, longest to shortest. Measuring the longest pieces.</p> <p><i>Capacity</i> - Measuring capacity and ordering a selection of porridge bowls according to capacity.</p>	<p>- Using positional and directional language.</p>	<p>ordering the days of the week using language related to time.</p> <p><i>Length</i> - Ordering and comparing a range of vehicles. Using non-standard units to measure them.</p>
<p>Personal, Social and Emotional Development</p>	<p>Children will be encouraged to express their own feelings.</p> <p>Join in with circle activities and parachute games.</p> <p>Managing own basic hygiene before icing biscuits.</p> <p>Trying new activities and selecting resources independently.</p> <p>Learning the routines of the school day.</p> <p>Make class rules together and take photographs of great role models.</p> <p>Participating in turn taking games with adult support.</p>	<p>Get changed for PE with minimal adult support.</p> <p>Discuss how to be a good friend.</p> <p>Support children with making friends and sharing resources.</p> <p>Develop confidence to speak in a familiar group.</p> <p>Develop listening skills - Listening on the carpet and during assembly.</p>	<p>Get changed for PE with minimal adult support.</p> <p>Understand what is right and wrong/being responsible for your actions.</p> <p>Develop listening skills - Listening on the carpet and during assembly.</p> <p>To be able to eat healthy and know the importance of a healthy lifestyle.</p>	<p>Playing cooperatively on the bikes and scooters, taking turns with others and solving disagreements more independently.</p> <p>Develop confidence to work independently.</p> <p>Transition into year 1.</p>		

	<b>SEAL: New Beginnings</b>	<b>SEAL: Getting on and Falling Out</b> <b>SEAL: Bullying</b>	<b>SEAL: Going for Goals</b>	<b>SEAL: Good to be Me</b>	<b>SEAL: Relationships</b>	<b>SEAL: Changes</b>
Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>- Follow instructions involving several ideas or actions</li> <li>- Answer how and why questions about their experiences or in response to stories or events <ul style="list-style-type: none"> <li>- Learn new vocabulary related to focus books and experiences</li> </ul> </li> <li>- Learn to speak with confidence during group discussion and whole class circle times <ul style="list-style-type: none"> <li>- Use past, present and future forms accurately when talking</li> </ul> </li> </ul>					
Physical Development	<b>Moving and Handling</b>					
	<p>Children will be encouraged to develop their pencil control through fun mark making activities.</p> <p>Children will be using a range of malleable materials during play.</p> <p>Develop cutting skills.</p> <p>Move energetically when playing games.</p> <p>Negotiate space carefully.</p> <p>Ensure children can use large construction safely and with control.</p>	<p>Developing control when using tools and small equipment.</p> <p>Practice pencil control and cursive letter formation.</p> <p>Develop cutting skills.</p> <p>Use cutlery independently.</p> <p>Develop strength, control and co-ordination when using the outdoor physical trail.</p>	<p>To observe and talk about the effects of exercise on our bodies.</p> <p>Hold a pencil effectively - using the tripod grip.</p> <p>Practice pencil control and cursive letter formation.</p> <p>Travel safely and with increasing confidence around the physical trail, moving in different ways.</p>			
	<b>PE Lessons</b>					
	<p>Challenge Education Games</p> <p>Learning how to move confidently and safely in a range of ways.</p>	<p>Challenge Education Dance</p> <p>Developing the ability to create and change movements in response to music.</p>	<p>Challenge Education Gymnastics</p> <p>Developing the ability to move in a range of different ways under, over and through equipment.</p>	<p>Challenge Education Games</p> <p>Learning how to control a ball in a range of ways and using bats or rackets to move and control objects.</p>	<p>Challenge Education Dance</p> <p>Creating movements as a team to perform, evaluate and improve a group dance.</p>	<p>Challenge Education Gymnastics</p> <p>Controlling our bodies when traveling and learning to perform a sequence of movements.</p>

Understanding the World	The Natural World					
	Make observations of changes in the world around us. Take photos and observational drawings during our Autumn walk. This will be continued throughout the year as seasons change.	Explore the similarities and differences in relation to ingredients. Make porridge and melt chocolate, discussing textures and changes.	Looking at icicles and thinking about how they are formed. Using our knowledge of floating and sinking to create ice models, dropping different items into water.  Sorting dinosaur toys, figures and photos according to own criteria.	Comparing and describing different environments. Identifying how living things are suited to where they live.	Planting cress seeds and discussing the changes and why they are occurring.  Make observations and drawings of animals and their life cycles.	Discuss the similarities and differences between the world around us and contrasting environments.
	Past and Present					
	Use photographs to initiate discussions about a past family holiday or day out.  Look at photographs to prompt discussion on how we have changed. What could we do as a baby? What can we do now?	Use nursery rhymes and artifacts to understand the concepts of 'then and now' and a 'long time ago'.	Use stories to learn about famous pirates from the past.	Explore muddled bags belonging to characters from traditional tales to introduce the idea of evidence and enable children to answer the question 'How do I know?'	During the people who help us topic children will be talking about the lives of people around them and their roles in society.	
	Technology					
	Exploring programmable toys within the classroom.	Intro into the media suite - Opening 2publish and using simple tools to create artwork.	Expanding knowledge of 2publish - Filling a background and using a wider range of tools.	Using the keyboard to create a caption for a piece of artwork.	Identifying the use of technology around the school.	Selecting technology for a purpose, e.g. to photograph a model or print a piece of artwork.
	People Culture and Communities					
	Harvest Festival	Guy Fawkes	New Year	Shrove Tuesday	People Who Help Us	Use simple fieldwork

	<p>Sharing All About Me Books</p> <p>Use stories, experiences and maps to explore the similarities and differences between living in this country and living elsewhere.</p>	<p>Diwali</p> <p>Christmas</p>	<p>Valentine's Day</p> <p>Chinese New Year</p>	<p>Easter</p>		<p>and observational skills to study the geography of our school and the physical features of Hadley Wood.</p>
Expressive Arts and Design	Creating with Materials					
	<p>Make marks using a range of tools and techniques.</p> <p>Creating self-portraits by combining materials.</p> <p>Paint a picture of our families experimenting with colour and design.</p>	<p>Independently select materials and tools to create props when role playing superhero characters and narratives.</p>	<p>Artist focus - Wassily Kandinsky</p> <p>Children to explore colour mixing and learn about 'hot' and 'cold' colours.</p>	<p>Support children to think about uses and purposes or materials to create a bridge for the goats to cross.</p> <p>Create puppets to retell traditional stories in the theatre.</p>	<p>Make observational drawings of plants, considering colour, design, texture, form and function.</p>	<p>Designing our own stamps to post our letters.</p> <p>Children will be supported in sharing their creations with the class and explaining the process they have used.</p>
	Being Imaginative and Expressive					
	<p>Phase 1</p> <p>General sound discrimination of environment and instrumental sounds.</p> <p>Listen to and mimic sounds from different environments.</p> <p>Play games using musical instruments.</p> <p>Make shakers to perform a new song.</p>	<p>This half term we will be preparing for our Nativity production.</p> <p>The children learn to sing songs and help to generate actions and dance moves to accompany the songs.</p>	<p>We have weekly Charanga music sessions in Reception. The children learn to sing and perform a wide range of familiar nursery rhymes and songs.</p> <p>The children have access to a role play area which is changed every half term in line with our topic/focus book and the children's interest. They are encouraged to invent, adapt and act out experiences and stories with their friends.</p>			
Experiences/ Visits	Autumn Walk	Theatre Trip Nativity Production	Winter Walk Chinese New Year	Spring Walk Live Caterpillars	Growing Cress Heads Farm Trip	Summer Walk Trip to the Post Box

		Church Service	Parent Visit?	Easter Egg Hunt	Veterinary Nurse Visit?	Sports Day Year 1 Visit
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