

## Reception Curriculum Overview

Intent (What do our children need to learn?): Our curriculum is based on children's interests and next steps in learning so our long term planning is flexible.

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|---|---|--|---|--|---|--|
| Topic   | All about me!   | Seasons & Weather  | When I grow up...(People who help us)   | What's living in our back garden?  | Oh I do like to be beside the seaside!  | Traditional Tales  |
| Personal, Social and Emotional Development  | Introduction to a new setting<br>Class rules & routines<br>Feelings of self as part of a class & family                                       | Forming relationships with others<br>Beginning to express feelings<br>Awareness of own community / culture<br>Awareness of wider world | Being a good friend<br>Awareness of needs of others & resolving conflict<br>Feelings/behaviour<br>Respect for own culture and learning about that of others | Caring for others and living things.<br>Talking about own & others behaviours and its consequences | Taking on board others ideas. Working collaboratively to organise activities.<br>Talking about own strengths and aspirations. | Transitioning – forming good relationships with my new teachers.<br>Preparations for year 1. |
| Physical Development  | I can...use the toilet/wash my hands/ put on my coat and shoes<br>Exploring outdoor area and learning how to use equipment & apparatus safely | I can dress myself<br>Dressing for the weather<br>Sleep is good<br>Exploring ways of moving & negotiating space                        | Moving Safely<br><br>Balancing, Jumping and Rolling<br>Hygiene – washing, teeth cleaning  | Healthy food<br><br>Bean bag and ball skills<br><br>Growing – ourselves, plants and animals        | Keeping Safe<br><br>beach safety/being safe in the sun.   | Keeping Fit<br><br>Sports Day Activities   |
| <p style="text-align: center;">Fine Motor Skills activities practise daily through handwriting, finger gym, construction, threading, dressing &amp; undressing, dough gym, cutting, woodwork, art and craft activities etc.</p> <p style="text-align: center;">Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p style="text-align: center;">Healthy Movers weaved into storytelling.</p> |   |  |   |  |   |  |

|                            |   |   |  |   |   |  |
|----------------------------|---|---|--|---|---|--|
| Communication and Language | <p>Daily activities that help children to: talk confidently and clearly<br/> learn and use a breadth of vocabulary<br/> show an awareness of the listener<br/> enjoy listening to stories, songs and poems, showing good attention<br/> follow instructions<br/> answer questions about stories</p> |   |  |   |   |  |
| Literacy                   | <p>Focus Text – Little Red Hen TFW- Imitation - Sequencing<br/> Recognising &amp; writing names<br/> Labels, letters<br/> Rhyming activities<br/> Identifying and writing initial sounds in words<br/> RWInc – Set 1 sounds &amp; oral blending<br/> Read 1st set of Tricky Words</p>               | <p>Focus Text – Owl Babies/We are Going on a Bear Hunt TFW – Imitation - Sequencing<br/> Recognising and writing names<br/> Labels, captions, letters, cards,<br/> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence<br/> RWInc – Set 1 sounds and blending<br/> Read 1st Set of Tricky words</p> | <p>Focus Text – The Tiger who came to Tea<br/> Focus Text – The Gingerbread Man<br/> TFW – Innovation – Story Map<br/> Speech bubbles, posters, labels<br/> Attempts to write short sentences in meaningful contexts. To be able to write cvc words correctly<br/> RWInc – Reading Ditties<br/> Read 2nd Set of Tricky words</p> | <p>Focus Text –The Enormous Turnip<br/> Focus Text – Jack and the Beanstalk<br/> Oi Frog<br/> TFW – Innovation - story map<br/> Writing cards, instructions, Attempts to write short sentences in meaningful contexts.<br/> Use phonic knowledge to write words in ways which match their spoken sounds.<br/> RWInc – Reading Red Ditty Books</p> | <p>Focus Text: Flotsam<br/> Focus Text: Sally and the Limpet<br/> Focus Text: Lighthouse Keepers Lunch<br/> TFW – Invention – Writing stories<br/> Writing a story, instructions, speech bubble &amp; posters<br/> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Be able to spell: the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are<br/> RWInc. Set 2 Sounds &amp; Green Books</p> | <p>Focus Text: 3 Billy Goats Gruff<br/> Little Red Riding Hood<br/> Magic Porridge Pot<br/> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are</p> |

|             |   |   |   |  |   |   |
|-------------|---|---|---|--|---|---|
|             |   |   |   |  | Read 3rd set of Tricky words  | phonetically plausible. Be able to spell :number names to 10 RWInc Set 2 Sounds & Green/Purple Books Read 3rd Set of Tricky words |
| Mathematics | <p><b>Weekly whole class sessions, group work and ideas for areas of provision taken from Reception White Rose. Number:</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> </ul> <p><b>Shape, space and measure:</b></p> <ul style="list-style-type: none"> <li>Uses familiar objects and</li> </ul> | <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> </ul> <p><b>Shape, space and measure:</b></p> <ul style="list-style-type: none"> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> </ul> | <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Estimates how many objects they can see and checks by counting them.</li> </ul> <p><b>Shape, space and Measure:</b></p> <ul style="list-style-type: none"> <li>Can describe their relative position such as 'behind' or 'next to'.</li> </ul> | <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul> <p><b>Shape, Space and Measure:</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms</li> </ul> | <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape, Space and Measure:</b></p> <ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Measures short periods of time in simple ways.</li> </ul> | <p><b>Re-cap and revisit areas of learning.</b></p>   |

|                            |   |   |   |   |  |  |
|----------------------------|---|---|---|---|--|--|
|                            | <p>common shapes to create and recreate patterns and build models.</p> <ul style="list-style-type: none"> <li>• Orders and sequences familiar events.</li> </ul>  | <ul style="list-style-type: none"> <li>• Beginning to use everyday language</li> </ul>  |   | <p>to describe shapes.</p> <ul style="list-style-type: none"> <li>• Selects a particular named shape</li> </ul>   |  |  |
| Understanding of the world | <p>Good to be Me – getting to know me and my family Harvest Chromebooks– Mark Making &amp; using tools Autumn – Season changes Investigating bread – different types from around the world, ingredients, making and observing changes Name school and town where I live</p> | <p>Special Times: Diwali, Bonfire Night, St Austell Torchlight Parade, Christmas Chrome books– Using Tools &amp; completing programs Light &amp; Dark Nocturnal animals Pumpkin Investigation Observe daily weather</p>                               | <p>My body</p> <p>Respectful boundaries</p> <p>People who helps us...</p> <p>What I want to be when I grow up</p> <p>Special Times: New year, Shrove Tuesday – Healthy choices/treats Technology- identifying Technology – E- safety</p>              | <p>Spring – Seasonal Changes, weather Growing Plants Animal lifecycles Looking at similarities and differences in relation to places Growing plants and Vegetables</p> <p>Special Times – St Piran's Day, Mothering Sunday, Easter</p> <p>Technology: iPads – using apps to develop phonic/ fine motor control / reading and maths skills</p> | <p>Looking after our environment Recycling Floating and sinking – investigate a rock pool</p> <p>Exploring local area – maps. Special Times: Whitsun</p> <p>Technology: Programmable Toys – beebot – linked to maps.</p> | <p>Special Times: Fathers Day, Holidays</p> <p>Technology: Ipad – Using camera ChromeBooks – using a keyboard.</p> |
| Expressive Arts and Design | <p><b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b></p> <p>Using &amp; naming colours</p>   | <p><b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b></p> <p>Colour mixing activities (including marbling) Selecting colour for a particular purpose Using tools to create simple</p> | <p><b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b></p> <p>Colour mixing activities (including marbling) Selecting colour for a particular purpose Using tools to create simple</p> | <p><b>Activities based on topic work, seasonal changes and children's interests that promote the following skills</b></p> <p>Explores shades of colour</p>  |  |  |

|                                       |   |  |   |   |   |               |
|---------------------------------------|---|--|---|---|---|---------------|
|                                       | <p>Making marks with different tools<br/> Constructing using block play resources<br/> Handling and manipulating different media – clay &amp; collage<br/> Experimenting with joining materials – glue &amp; tape<br/> Engaging in role play based on first hand experiences<br/> Singing &amp; performing – nursery rhymes, traditional/ familiar songs &amp; counting rhymes.<br/> Christmas Play<br/> Music Express Activities Moving in response to music</p> | <p>representations of events, people and places Constructs with a purpose in mind, using a variety of resources (junk modelling / outdoor loose parts)<br/> Handling and Manipulating different media – weaving, &amp; paper mache. Experimenting with joining materials – hinges, split pins, hammer &amp; nails<br/> Begin to act out a narrative in role play based on first hand experiences and story book language and ideas<br/> Singing and performing – build up repertoire of songs<br/> Experiment with instruments ( outdoor area)<br/> Music Express Activities</p> | <p>Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture)<br/> Representations are more detailed<br/> Begins to plan and adapt work<br/> Handling and manipulating materials – Sculptures in wood, natural transient art form &amp; mod-roc – Using photography as a form of capturing and recording<br/> Experimenting with joining materials – axels, screws &amp; screwdrivers<br/> Use small world and puppets to develop own narratives<br/> Singing &amp; performing – continue to build up repertoire of songs<br/> Music Lessons provided by Penryn College – exploring rhythm, pitch, dynamics, timbre , musical notation &amp; composing</p> |   |   |               |
| Extra Curricular                      | Baking Club   |  | Gardening Club  |   | Book Club for EYFS/KS1  |               |
| Trips, Visits and Visitors            | Tesco Visit - Harvest   | Autumn Walk – Clay Trails – We are Going on a Chair Hunt<br>Owl Visit  | Health Visitor/People who help us – Fire engine etc   | Visit to Heligan Gardens<br>Visitors from Bodmin Plant and Herb Nursery | Blue Reef Aquarium – Rock Pool Safari                           | Library Visit |
| Characteristics of Effective Learning | Focus: Active Learning<br>Introduce Tryosaur  |  | Focus: Active Learning<br>Introduce Explorasaur   |   | Focus: Creating and Thinking Critically<br>Introduce Thinkasaur |               |