



Reception

Curriculum overview

2022-2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Colour Magic</i>	<i>Reach for the Sky</i>	<i>Winter Wonderland</i>	<i>Food Glorious Food</i>	<i>Traditional Tales</i>	<i>Buds and Bugs</i>
Texts	Elmer The Rainbow Fish The Mixed Up Chameleon Red Rockets and Rainbow Jelly The Colour Monster How do you make a rainbow?	Room on the Broom Whatever Next The way back home Nursery Rhyme Week Space NF Aliens love underpants	One Snowy Night How the bear lost its tail Lost and found Say hello to the snowy animals Polar Regions NF Hello Spring	Healthy Eating NF Pirates in the supermarket Handa's Surprise The Tiger who came to tea	Princess and the pea Three Billy Goats Gruff The Ugly Duckling The Tortoise and the Hare Goldilocks and the three bears Little Red Hen	The very busy spider Norman the slug with the silly shell What the ladybird heard Jasper's Beanstalk The very hungry Caterpillar Garden and plants NF
Literacy	Name Writing Hear, says and writes initial sounds. Begins to say the sounds in words and blend together. Form lowercase letters correctly.		Begins to recognise special friends and read in some words. Can read short words made up of known letters. Begin to write short phrases Know some common exception words. Forms capital letters correctly.		Can demonstrate an understanding of what they have read. Knows all common exception linked to their individual phonics stage. Re-read books to build up confidence and fluency.	

		<p>Can write words, writing a sound for each letter they can hear.</p> <p>Can write known common exception words.</p>	<p>Can write short phrases and sentences using their phonetic knowledge.</p> <p>Can read back own work to an adult.</p> <p>Begins to write using capital letters and full stops.</p> <p>Can write known common exception words and understand why they are “red words”.</p>
Communication and Language (CL)	<p>Start to understand why listening is important.</p> <p>Listen to and talk about familiar stories.</p> <p>Uses a wide range of taught vocabulary and vocabulary from own experiences.</p> <p>Uses longer sentences and beginning to use joining words.</p> <p>Begins to ask simple questions.</p>	<p>Understands skills required to be a good listener.</p> <p>Listen carefully and learn rhymes and songs.</p> <p>Uses new vocabulary throughout the day during talk linked to learning.</p> <p>Connects talk using a range of connectives.</p> <p>Uses talk to work out problems and organise activities.</p> <p>Asks relevant questions linked to learning.</p>	<p>Can retell a story in detail.</p> <p>Engage and discuss non-fiction books.</p> <p>Understands links between vocabulary e.g. enormous = big/huge and can use it in different contexts.</p> <p>Describes events in some detail.</p> <p>Uses talk to explain how things work and why they might happen.</p> <p>Uses a range of different tenses.</p>
Maths	<p>Can count beyond 10</p> <p>Can count objects, actions and sounds</p> <p>Develops a fast recognition of objects without counting individually</p> <p>Begins to understand some mathematical vocabulary when comparing quantities</p> <p>Begin to add and subtract different amounts together practically</p> <p>Can consistently recognise numbers to 10</p> <p>Can explore finding one more and one less of a number using objects</p>	<p>Can consistently recognise numbers to 10 and beyond</p> <p>Can match numeral to quantity</p> <p>Shows a fast recognition of objects without counting individually</p> <p>Can begin to identify one more and one less of a number</p> <p>Gains a broader understanding of number facts e.g. to make 4 we can have 2+2 or 3+1</p> <p>Begins to explore odd and even numbers</p>	<p>Can compare quantities using mathematical vocabulary</p> <p>Can confidently and quickly state one more and one less of a number</p> <p>Can recognise odd and even numbers</p> <p>Can recall doubles facts</p> <p>Can share quantities equally</p> <p>Can recall number bonds to 10</p>
Personal Social Emotional	<p>Build relationships with adults and peers</p>	<p>Understands and begins to develop positive relationships</p>	<p>Shows positive relationships with peers and staff</p>

Development (PSED)	<p>Can identify and express own feelings in different contexts</p> <p>Show a “have a go” attitude</p> <p>Can discuss own interests and opinions</p> <p>Shows awareness of good health and hygiene</p> <p>Understands rules and boundaries for Reception</p>		<p>Understands and considers the feelings of others</p> <p>Be prepared to “try again” to achieve a goal, independently or with peers</p> <p>Talk about self in a positive way</p> <p>Can manage basic hygiene and personal needs</p> <p>Can adapt behaviour to follow rules and boundaries</p>		<p>Consider the viewpoint of others</p> <p>Persevere with a challenging activity independently or with peers</p> <p>See themselves as a valuable individual</p> <p>Know the importance of good health hygiene</p>	
Expressive Arts and Design (EAD)	<p>Explore different resources, tools and effects that can be achieved</p> <p>Engage in pretend play with their peers</p> <p>Listen attentively to music</p> <p>Begin to sing in a group</p>		<p>Use a range of resources and tools to represent ideas</p> <p>Share creations they have made</p> <p>Develop story lines or recount narratives in play with a group of peers</p> <p>Move in time to music and talk about it</p> <p>Sing songs matching pitch and melody</p>		<p>Use a variety of effects to express their ideas and feelings</p> <p>Share creations they have made and explain the process</p> <p>Explores and engages in music making</p> <p>Perform music and songs alongside peers</p>	
Physical Development (PD)	<p>Can eat independently using a knife and fork</p> <p>Becomes more confident using different body movement skills and can negotiate space</p> <p>Explores a range of large and small apparatus</p> <p>Explores a range of actions with a ball</p> <p>Uses 1 handed tools with control and accuracy</p>		<p>Develops overall body strength, co-ordination, balance, and agility</p> <p>Uses a range of large and small apparatus independently</p> <p>Refines a range of ball skills</p> <p>Can confidently use 1 handed tools for a purpose</p>		<p>Progress towards a more fluent style of moving with developing control</p> <p>Confidently and safely uses a range of apparatus alone and in a group</p> <p>Develops precision and accuracy when engaging in activities that involve a ball</p> <p>Begins to develop accurate letter formation</p>	
PE	<p>Fundamental movements (Throwing, catching, jumping, movement, space)</p>	<p>Gymnastics</p>	<p>Cosmic Yoga</p>	<p>Dance – Dinosaurs</p>	<p>Athletics and orienteering</p>	<p>Outdoor games</p> <p>Sports day</p>

Understanding the World (UW)	Explore the natural world around them Talk about members of immediate family and community Talk about cultural differences Discuss important milestones in their own past		Describe what they see, hear and feel outside Name and describe different occupations Can discuss differences in environments Shows an awareness of what maps are used for Recognises some similarities and differences between life in different countries		Shows an awareness of life in the past Investigates changes in states of matter Can compare familiar environments to other environments	
Music	Me! Charanga music scheme Listening, repeating, finding the pulse.	My Stories Charanga music scheme Listening, repeating, finding the pulse.	Everyone! Charanga music scheme Listening, repeating, finding the pulse.	Our World Charanga music scheme Listening, repeating, finding the pulse.	Big Bear Funk Charanga music scheme Listening, repeating, finding the pulse.	Reflect, Rewind and Replay Charanga music scheme Listening, repeating, finding the pulse.
Let's Celebrate	Harvest Halloween	Diwali Bonfire Night Remembrance Day Nursery Rhyme Week Christmas	Chinese New Year Shrove Tuesday Valentine's Day	Easter Mother's Day	Eid Father's Day	

Links to Y1 Curriculum

Reading and Writing	Throughout the year children explore a range of books and texts which allows for children to be exposed to a range of diagraphs, trigraphs, red words and words of more than 1 syllable. Children are also encouraged to build on a range of basic comprehension skills through questioning and exploring/retelling stories through small world play, this allows children to make sense of stories and make links to their own experiences. All Reception children take part in daily spelling practice during their phonics sessions. This includes spelling words using known graphemes as well as common exception words. We encourage a range of fine and gross motor activities that support children with their handwriting and ensure that we always promote good writing stance, holding writing tools accurately. Using talk for writing supports children to orally discuss what they are going to write before writing. When children are ready to write they are exposed to and supported to use basic writing skills such as finger spaces, capital letters and full stops. They are then supported to form short narratives in correct sequences. We always promote sharing work with adults and peers giving children opportunities to read their writing to a range of people.
Maths	Throughout the year lots of learning opportunities are presented for children to explore number and place value with numbers beyond 20. We believe that maths is all around us and use lots of real-life contexts for exploring number. Staff use lots of mathematical vocabulary during play such as “more than, less than and equal to” and support children to create different numerical representations in contexts that are purposeful to them. Staff also embed mathematical symbols where appropriate supporting children to make and have a deeper understanding of simple number sentences. Problem solving is important throughout the whole of Reception and children are encouraged to think independently and use accessible resources around the classroom to support their learning. A “can do” attitude is always promoted, and open-ended opportunities experiences are always provided. Children are exposed to shape, space, and measure through open construction opportunities. Resources are carefully planned to ensure that children are being challenged to think about structures and use a wide range of vocabulary to plan and discuss their ideas. Our daily routines give children a clear sense of chronological order and awareness of time.
Science	Speaking, questioning, observing, and explaining are at the heart of our daily interactions. Through play-based-learning children are encouraged to explore the world around them and are exposed to a range of questioning to deepen thinking and provoke curiosity. Carefully planned experiences and provision supports children to observe and question the world around them and how and why things work. Children have constant access to the outdoors which creates a range of learning opportunities linked to the weather, plants and animals. These themes are also explored through stories, non-fiction texts and small world play.
History	During their time in Reception children are given opportunities to share their own experiences and memories. We use stories to provoke discussion about things that have happened in the past and learn chronological vocabulary allowing children to explore events from the past that are relevant to them as well as historical events.
Geography	In Reception children are exposed to a range of different stories which promote learning about the world around them. Children have access to a range of resources which can be used for children to create representations of the world around us and language rich interactions with adults expose children to geographical vocabulary. We encourage children to share their experiences of the world around them discussing and sharing stories linked to areas and places they have been. Again stories are used to expose children to different countries and habitats from all over the world.
Art	Children are encouraged to work creatively in our environment. Access to a wide range of transferable resources ensures that children have opportunities to use resources in ways that are meaningful to them. Children are taught a range of basic drawing, painting, printing and collage skills which they are allowed to independently create their own representations of their ideas and experiences. It is day to day practise to build children’s confidence in their own abilities and we build a community in which we encourage children to share their work and praise one another’s efforts as well as offer constructive criticism and their own opinions and thoughts.

Music	As well as following the Charanga scheme we embed sound and music into our daily interactions. Days are ended with singing songs and rhymes, where children feel confident, they are also given opportunities to perform to their class. We explore sound through open ended resources in our classrooms. These sounds may be linked to a world the child is creating or may simply be explored through putting different objects together. Rhythm and rhyme are also explored through repetitive stories and phonics-based activities.
Design & Technology	Children are provided with a range of opportunities to design and create their own ideas and representations. Open ended resources are always available for children to explore. Staff encourage children to plan out their ideas in a range of different ways such as through discussion or drawing out their vision. Questioning from staff also supports children to evaluate their work and make amendments if they see fit. We also encourage children to share their ideas and explain their reasoning with their peers.
RE	During the appropriate times of the year, we explore a range of cultural and religious events. We draw on children's personal experiences as well as stories and non-fiction texts to learn about cultural differences.
PE	Children have access to indoor and outdoor opportunities to build on fine and gross motor skills. During PE sessions we explore the fundamentals for PE such as movement, space, throwing, catching and jumping. Staff lead simple team games and encourage the skills required for basic teamwork such as listening to one another and taking turns. Children are also presented with opportunities to explore the way they move to music.
Computing	During their time in Reception children are given access to a range of technological equipment. They are encouraged to explore these resources and discuss how they work and how they can be used.