



Reception - Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	-All About Me Books -Favourite Story Books	-My Special -People Books Story Books	-Things I Like (unique me) Books -Animal Stories	-My Celebration Books -Journey Stories	-My Amazing Body Books -Traditional Tale Books	-Our Natural World Books -My Very Own Story Book
Book Suggestions & Vocabulary						

	Vocabulary; -Feelings -Relationships -Friendships -Communication -Worries -Harvest -All about me -Perform -Story	Vocabulary; -Christmas -Posters -Letters -Envelope -Giving -Charity -Special -People -Safe	Vocabulary; -Animals -Like -Unique -Animals -Seasons	Vocabulary; -Easter -Celebrations -Eid -Ramadan -Islam -Charity -Care -Dreams	Vocabulary; -Fairy Tales -Once upon a time -Happily, ever after -Growing -Plants -Parts of a plant -Soil -Seed -Bloom	Vocabulary; -Holiday -Moving on -Present -World
Phonics	Phase 2  - s a t p - i n m d - g o c k - c k e u r l - h b f l <u>Tricky Words</u> - is - I the	Phase 2  - ff ll ss j - v w x y - z zz qu - words with s /s/ added at the end (hats sits) ch - sh th ng nk - words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with	Phase 3  - ai ee igh oa - oo oo ar or - ur ow oi ear - air er - words with double letters: dd mm tt bb rr gg pp ff - longer words	Phase 3  - review - Phase 3: ai ee igh oa oo ar or ur oo ow oi ear - review - Phase 3: er air words with double letters	Phase 4  - short vowels CVCC - short vowels CVCC CCVC - short vowels CCVCC CCCVC CCCVCC longer words	Phase 4  - long vowel sounds CVCC CCVC - long vowel sounds CCVC CCCVC CCV CCVCC - Phase 4 words ending –s /s/ - Phase 4 words ending –s /z/ - Phase 4 words ending –es longer words

		s /z/ added at the end (bags) <u>Tricky Words</u> - put - pull* - full* - as - and - has - his - her - go - no - to - into - she - push* - he - of - we - be - me	<u>Tricky Words</u> - was - you - they - my - by - all - are - sure - pure	longer words - words with two or more digraphs - longer words ending in –ing compound words - longer words with s in the middle /z/ s words ending –s words with –es at end /z/	- longer words compound words - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est <u>Tricky Words</u> - said - so - have - like - some - come - love - do - were - here - little - says - there - when - what - one - out - today	- root word ending in: –ing, –ed /t/, –ed /id/ /ed/ –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words
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Maths Vocabulary (Approximate times for the learning sequences)	RLS1. Subitising -Subitising numbers up to 5; recognising the amount without counting. -Recognising numbers to 5 and linking names to their values. RLS2. Counting -Skills (stable order and one to one correspondence). -Counting reliably, using number names in order and one to one correspondence. RLS3. Comparison measures. -Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them. Key Vocabulary; Subitise	RLS4. Pattern Recognition -Noticing, describing and extending patterns, including thinking about what part is the repeating unit. RLS5. Classification. -Classifying (grouping) objects. -Using given criteria and their own ideas and comparing the groups after classification. RLS6. Counting cardinality -Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets. RLS7. Using Counting to Compare. -Using counting to compare and finding a precise numerical difference in sets of	RLS8. Spatial Thinking. -Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols. RLS9. Magnitude. Ordering and estimating. -Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10. RLS10. Regrouping the whole. -Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds. Key Vocabulary;	RLS11. Regrouping part to find the total (the whole). -Combining parts to make a whole and using the part, whole model to develop an understanding of addition. RLS12. Finding the whole and missing parts. -Explores what to do when something is missing; initially the whole but moving on to working out a missing part. -Different types of problems will be used to teach different strategies. Key Vocabulary; Regroup Total Whole Part	RLS13. Ten and some more. -Understanding values to 20 (focusing on the numbers 10 –20) by creating the unit of 10, for comparison and finding one more and one less than a number. RLS14. Doubling and halving. -Exploring doubling and halving, including solving problems involving doubling and halving. Key Vocabulary; Ten and Some More Values to 20 One More One Less Doubling Halving Solving Problems	RLS15. Odd and even. -Understanding that numbers are either odd or even, looking at their ‘composition’ and whether they share fairly into two groups. RLS16. Counting beyond 20. Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers. Key Vocabulary; Odd Even Composition Share Equal Beyond 20 Groups
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	Count Number Recognise Values Stable One to One Compare Measure Length Thick Thin Weight Mass Objects	objects in varied contexts. Key Vocabulary; Pattern Order Part Classify Compare Repeat Groups Accurate Difference	Thinking Map Direction Left Right Forward Backwards Movement Position Ten Five Zero Number Bonds	Addition Missing		
Enrichment	Walk in the Local Area – begin to build a mental map of the local Area. Go on a Walk to a local Farm and talk about the items that are sold at the local farm.	Walk in the Local Area – begin to develop and identify the different types of leaves found. Find a post box and post letters to friends and family. Post Man Visit - Post man to come in and talk about the importance of their job.	Walk in the Local Area – Go onto different modes of transport, bus rides, train rides.	Walk in the Local Area - begin to look at different types of houses that is around us. Dental Visit– to talk about the importance of looking after our teeth and the importance of hygiene.	Walk in the Local Area – Walk to the library to change books (book swap).	Walk in the Local Area. Police Officer Visit - to come and visit and talk about the importance of keeping our community safe and how to keep ourselves safe.
Parent Involvement	Stay 'n' learn session x2 Shared reading session x1	Stay 'n' learn session x2 Shared reading session x1	Stay 'n' learn session x1 Shared reading session x1	Stay 'n' learn session x1 Shared reading session x1	Stay 'n' learn session x1 Shared reading session x1	Stay 'n' learn session x2 Shared reading session x1

	Weekly learning Dojo update Story video x1 Phonics workshop	Weekly learning Dojo update Story video x1 Christmas fair Nativity play End of term church service	Weekly learning Dojo update Story video x1	Weekly learning Dojo update Story video x1 End of term church service	Weekly learning Dojo update Story video x1 PTA event	Weekly learning Dojo update Story video x1 Sports day End of term church service [Transition: New parent meeting, Stay 'n' play, home visit, preschool visit]
Physical Development	-Revise and refine the fundamental movement skills they have already acquired. -Hold a pencil effectively in preparation for fluent writing – tripod grip. -Further develop the skills they need to manage the school day successfully: Lining up and queueing. -Demonstrate overall body strength, balance,	Dance – Seasons -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Begins to use anticlockwise movement and retrace vertical lines. -Begins to form recognisable letters independently. -Combine different movements with ease and fluency.	Fundamental Movement Skill 1 -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Confidently and safely use a range	Fundamental Movement Skill 1 -Negotiate space and obstacles safely. -Move energetically. -Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines. Key Vocabulary; -Safely	Target Games -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Move energetically.	Gymnastics -Combine different movements with ease and fluency. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines. Key Vocabulary; -Travel

	co-ordination, and agility to engage successfully with future PE session and physical disciplines. Key Vocabulary; -Fine Motor Skills -Hold -Strength -Lining -Queueing	-Develop the foundations of a handwriting style which is fast, accurate and efficient. -Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines. Key Vocabulary; -Creatively -Body -Emotions -Actions -Speed -Shapes -Communicate -Ideas -Safely -Express -Travel -Listen -Thought -Experiment -Partner -Vocalise	of large and small apparatus indoors and outside, alone and in a group. -Use a range of small tools including scissors, paint brushes and cutlery. Key Vocabulary; -Safely -Confidence -Move -Space -Develop -Catch -Throw -Kick -Pass -Aim	-Confidence -Move -Space -Develop -Catch -Throw -Kick -Develop -Space -Pass -Aim -Balance -Strength -Co-ordination	-Begin to show accuracy and care when drawing. -Demonstrate overall body strength, balance, co-ordination, and agility to engage successfully with future PE session and physical disciplines. Key Vocabulary; -Send -Accuracy -Power -Hands -Feet -Throw -Challenge -Equipment -Safety -Strike -Kick -Roll	-Level -Direction -Balance -Spin -Bounce -Jump -Land -Safety -Control -Start -Finish -Confidence
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Understanding the World	-Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Talk about the lives of people around them and their roles in society. -Recognise different types of weather and seasons. -Recognise the change in leaves through observation of colour and observation of leaves falling. -Understand the passage of time – changes and	-Recognise that people have different beliefs and celebrate in different ways. -Understand that some places are special to members of their community. -Understand the effect of changing seasons on the natural world around them. -Explore artefacts from different celebrations – Christmas Continue to build class timeline Retell some events from the past (Guy Fawkes) -Talk about differences between the past and now (through nursery rhymes). -Recognise different types of weather and seasons – changes	-Describe what they see, hear and feel while outside. -Explore the natural world around them. -Draw information from a simple map. -Describe their immediate environment. -Explain some differences between life in this country and life in other countries. -Recognise the changes in leaves through observation of colour and leaves growing. -Recognise different types of weather and seasons.	-Comment on images of familiar situations in the past. -Recognise some similarities and differences between life in this country and life in other countries. -Know some similarities and differences between things in the past and now. -Understand the past through settings, characters and events encountered in books and storytelling. -Identify materials through sorting, play construction. -Describe some objects and materials (Houses	-Describe their immediate environment. -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Understand some important processes and changes in the natural world around them including the seasons and changing states of matter. -Carry out part of an experiment (observing chicks hatch, watering a plant). -Describe what happens to a seed, how it grows	-Compare and contrast characters from stories. - Including figures from the past. -Explain some similarities and differences between life in this country and life in other countries. -Know some similarities and differences between the natural world around them and contrasting environments. -Understand the past through settings, characters and events encountered in books and storytelling. -Looking after our environment.
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	difference in own life from baby to now. -Begin to create a class timeline to build through the year. -Describe significant people in the life and say why they are important. -Talk about the environment and the things around me. -Go on an Autumn walk in the local area – begin to build a mental map of the local Area. -Understand how to stay safe online – E-Safety.	from autumn to winter. -Talk about the environment and the things around me. -Go on a walk in the local area (repeat part of previous route + walk to postbox) – begin to build a mental map of the local area.	-Continue to build a class timeline. -Know what a world map is Know that the earth is made up of countries. -Go on a local walk. -Go on a bus ride and continue to explore, bus stops and the meaning of the numbers on the bus.	and building focus). -Know that famous people have made a difference Retell a traditional story. -Go on a season walk in the local area (repeat previous route) and notice the changes in the season – draw a map to describe the route Draw simple story maps. -Look for different types of homes around us.	and the end result. -Know what a plant needs in order to grow. -Name a variety of common animals and their habitats (minibeasts). -Talk about the sequence of events in a process over time – diary of hatching chicks, growing plant.	
Communication and Language	-Understand how to listen carefully	-Engage in non-fiction books.	-Listen to and talk about stories to	-Use talk to help work out problems and organise	-Follows 2 step instructions.	-Uses talk to organise thoughts and ideas.

	and why listening is important. -Develop social phrases – Good morning/afternoon ; thank you; please; would you like to play? Can I play with you? -Know that we need to wait when others are speaking. -Engage in story times. -Learn rhymes, poems and songs. -Learn new vocabulary and use it throughout the day	-Listen to and talk about selected non-fiction. -Describe some events in detail. -Listen carefully to rhymes and songs, paying attention to how they Sound. -Learn rhymes, poems and songs. -Learn new vocabulary throughout the day.	build familiarity and understanding. -Articulates their ideas and thought in well-formed sentences. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn rhymes, poems and songs. -Learn new vocabulary and use it throughout the day.	thinking and activities, and to explain how things work and why they might happen. -Ask questions to find out more and check their understanding Learn rhymes, poems and songs. -Learn new vocabulary and use it throughout the day.	-Able to follow a story without pictures or props. -Connect one idea to another using a range of connectives Learn rhymes, poems and songs Learn new vocabulary and use it throughout the day.	-Uses correct grammatical tense when speaking Learn rhymes, poems and songs -Learn new vocabulary and use it throughout the day.
Expressive Arts and Design	-Sing - I've got a Grumpy Face.	-Sing - Row, row, row your boat.	-Listen attentively, move to and talk about music, expressing their	-Explore different ways of printing.	-Safely use and explore a variety of materials, tools and techniques,	-Safely use and explore a variety of materials, tools and

	Sing in a group or on their own, increasingly matching pitch and Melody. Making a range of songs. Use a range of small tools. Explore music and sounds to reflect feelings and emotions. -Drawing - Use enclosed shapes to represent people/objects (portraits); Begin to include features such as eyes/hair/limbs -Printing – Create rubbing to capture different textures (leaves, wood).	-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Perform songs and stories with others, try to move in time with music – Nativity performance. -Experiment with different ways of printing Painting - Name and match the primary colours. -Explore changing colours by mixing them together Drawing - Look carefully at objects and recreate key features and Colours. -Create printed patterns - Christmas card/wrapping paper designs	feelings and responses. -Create collaboratively, sharing ideas, resources and skills. -Sing a range of well-known nursery rhymes and songs Invent, adapt and recount narratives and stories with peers and their teacher Sing – Cuckoo Polka, Shake my sillies out. -Perform different vocal patterns Recognise and respond to beat and pitch, tempo (fast and slow). -Listen to recorded performances. -Sculpture - Handle and compare materials to build	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. -Sing – Up and Down, Five Fine Bumble Bees. -Recognise and respond to high and low sounds using a range of sound makers. -Explore the different sounds of instruments.	experimenting with colour, design, texture, form and function. -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. -Sing – Down there under the sea; It's oh so quiet. -Recognise and respond to loud and quiet, high and low sounds, faster and slower, timbre. -Explore cutting different fabrics Weave with a range of materials (sea theme).	techniques, experimenting with colour, design, texture, form and function. -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. -Sing – Down there under the sea; It's oh so quiet. -Recognise and respond to loud and quiet, high and low sounds, faster and slower, timbre. -Explore cutting different fabrics. -Weave with a range of materials (sea theme).
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	-Use scissors safely to cut paper and other materials. -Make books using string, split pins and treasury tags. -Measure, weigh and use a safety knife to cut soft ingredients. -Identify where food comes from (Harvest).	- Know how to measure and weigh ingredients. -Explore levers and sliders (explore books with moving parts). -Cut a variety of materials safely - Know how to hold, play and use different percussion instruments (Sing up unit). -Recognise and respond to a steady beat. -Listen to recorded performances. -Experience live music making in school (Christmas production). -Identify technology that we use – torches, phones, CD player etc	- with – to create enclosures. -Arrange materials in different ways - Textiles/collage – Combine resources with different textures, colours, shapes. -Begin to describe textures – smooth, rough, bumpy, soft - Know how to build and improve structures (houses and homes. -Build structures making them stronger and more stable.	-Painting – explore different types of paint and the effects they have – powder paint, textured paint. -Use a range of tools to cut, shape, join. -Design and evaluate a product - Join materials together using a range of techniques.	-Explore objects and designs, state likes and dislikes. - Know how to build and improve structures.	-Explore objects and designs, state likes and dislikes. -Know how to build and improve structures.
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PSED (Personal, Social, Emotional Development)	-Jigsaw unit: Being Me in My World -See themselves as a valuable individual. -Build constructive and respectful relationships. -Golden rules and establishing routines and boundaries. -Zones of regulation – Colour Monster, naming and recognising feelings and strategies. -Introducing learning behaviour. -Looking after our teeth (Healthy Choices).	-Jigsaw unit: Celebrating Differences. -Express their feelings and consider the feelings of others. -Think about the perspective of others. -See themselves as a valuable individual.	-Jigsaw Unit: Dreams and Goals -Link to Drivers – Anything is Possible Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. -Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.	-Jigsaw Unit: Healthy Me -Manage their own needs. -Personal hygiene. -Know and talk about the different factors that support their overall health and wellbeing. -Dental hygiene -Dental talk/Dentist visit.	-Jigsaw unit: Relationships -Identify and moderate their own feelings socially and emotionally.	-Jigsaw Unit: Changing Me -Show resilience and perseverance in the face of challenge. -Talk about changes and transition and know who to talk to if they are Worried. -Transition reception to year 1. -visits to new classrooms, sharing hopes and fears.
Key Events	Harvest Week Diwali National Read a Book Day	Bonfire Night Christmas New Years Remembrance Day	Chinese New Year Number Day Send a Card to a Friend Day	Shrove Tuesday Easter Egg Hunt Church Ramadan	National Walking Month Earth Day	Transition Day Sports Day Church

		Anti-Bullying Week World Nursery Rhyme Week World Kindness Day Church		Easter World Book Day	International Dance Day	
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