

Curriculum Overview – Year Reception



Subject	Autumn	Spring	Summer
<p>Personal Social & Emotional Development (Self-Regulation Managing Self, Building Relationships)</p>	<ul style="list-style-type: none"> • Settling in activities – model and discuss use of role play and outdoor areas, creative corner and resources, writing table, book corner, sand/water trays, toilets, drawers etc • Taking turns/negotiating • Sharing opinions – listening and responding to others • Develop children’s ability to express needs appropriately • Class rules – devised together as a class • Who am I? • What do I like/dislike? • Fair/unfair – expressing empathy for others • Right/wrong – understanding that actions have consequences • My special things and special people • What makes me happy/sad? • What I can do well, what do I want to achieve? <p>Jigsaw: Being Me in My World & Celebrating Differences Being me in my world. I can explain why my class is a happy and a safe place to learn.</p>	<ul style="list-style-type: none"> • Resolutions - personal goals – discuss what we would really like to be able to do • Making choices • Rules (Class and School) • Targets (Class) • Your responsibilities • Communities – Making friends, being a good friend • Listening and responding • Feelings: How did characters from the Julia Donaldson’s books feel: • Stickman • The Gruffalo’s Child • The Smartest Giant in Town • The Snail and the Whale • Tiddler • Monkey Puzzle <p>Jigsaw: Dreams & Goals & Healthy Me challenges, perseverance, goal-setting, overcoming obstacles, seeking help, jobs, achieving goals. Healthy Me, exercising bodies, physical activity, healthy food, sleep, keeping clean and safety.</p>	<ul style="list-style-type: none"> • Keeping clean • Keeping well • Keeping safe • Growing and changing • Thinking of others • Getting along together • The same but different – respecting others and their views and building constructive relationships • Working and playing co-operatively • Families and friends • Showing kindness • Moderate feelings socially and emotionally <p>Jigsaw: Relationships & Changing Me Know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in treating others, know how to help yourself and others when feeling upset or hurt, know and Show what makes a good relationship, understanding everyone is unique and special, understanding how to deal with change, respecting change in themselves, respecting change in others, know who to ask for help if they feel anxious, looking forward to change.</p>
<p>Communication & Language (Listening, Attention & Understanding, Speaking)</p>	<ul style="list-style-type: none"> • Understanding and demonstrating good listening • Attentive listening when other children are speaking • Participating in listening games such as ‘Simon says’ • Sharing rhymes, books and stories based around our topics for the term • Joining in with songs and singing games • Using talk to sequence stories, thoughts, ideas 	<ul style="list-style-type: none"> • Understanding and demonstrating good listening • Attentive listening when other children are speaking • Participating in listening games such as ‘Simon says’ • Sharing rhymes, books and stories based around our topics for the term • Joining in with songs and singing games • Using talk to sequence stories, thoughts, ideas 	<ul style="list-style-type: none"> • Understanding and demonstrating good listening • Attentive listening when other children are speaking • Participating in listening games such as ‘Simon says’ • Sharing rhymes, books and stories based around our topics for the term • Joining in with songs and singing games • Using talk to sequence stories, thoughts, ideas

	<ul style="list-style-type: none"> • Use of topic stories to provide opportunities for predictions and explanations, to speak in small and large groups and one to one • Developing and extending vocabulary, introducing new words in the context of play and activities • Through topic discussions, news and circle time, helping children to expand on what they say in order to introduce and reinforce the use of more complex sentences 	<ul style="list-style-type: none"> • Use of topic stories to provide opportunities for predictions and explanations • Opportunities for children to speak in large/small groups and one-to-one situations • Developing and extending vocabulary, introducing new words in the context of play and activities • Through topic discussions, news and circle time, helping children to expand on what they say in order to introduce and reinforce the use of more complex sentences 	<ul style="list-style-type: none"> • Use of topic stories to provide opportunities for predictions and explanations • Opportunities for children to speak in large groups and one-to-one situations • Developing and extending vocabulary, introducing new words in the context of play and activities • Through topic discussions, helping children to expand on what they say in order to introduce and reinforce the use of more complex sentences • Re-telling stories • Using talk to organize feelings and solve problems and conflicts • Using new vocabulary • Ask questions to find out more and check understanding
<p>Physical Development (Gross Motor Skills, Fine Motor Skills)</p>	<p>Fine Motor Control and Core strength run through the whole academic year Establish a correct tripod pencil grip and use a range of tools with skill and accuracy like scissors Dough Disco</p> <p>Gymnastics & Space</p> <ul style="list-style-type: none"> • Use of space • Foot work – progressive tasks • Awareness of body parts – progressive tasks • Directions – progressive tasks • Travelling <p>Gymnastics – Travelling Body Management Unit 1 Space awareness Gymnastics-Stretching and curling. Body Management Unit 2 Body direction</p>	<p>Fine Motor</p> <ul style="list-style-type: none"> • Cutting skills – straight and curved shapes (eggs) • Using a range of tools to paint and make marks • Indoor writing area • letter formation practice <p>Large apparatus</p> <ul style="list-style-type: none"> • Travelling • Stretching & curling • Climbing safely • Balancing • Under and over hurdles • Jumping and landing safely from a low platform • Partner work <p>Playball</p> <ul style="list-style-type: none"> • Multisport programme • Developing fundamental building blocks of sport – agility/balance and co-ordination • Developing physical fitness endurance strength and flexibility • Dance – PE Hub 	<p>Fine Motor</p> <ul style="list-style-type: none"> • Continue to develop cutting skills • Pencil control and grip and fine motor skills – Evaluate and develop through indoor/outdoor writing media – pencils, chalks, brushes, pastels, threading, • Handwriting and letter formation practice • Develop and improve manipulative skills • Promoting an awareness of good health – healthy eating, exercise, sleep <p>Ball Skills: Wycombe Wanderers</p> <ul style="list-style-type: none"> • Throwing and catching accurately • Multi Skills with Wycombe Wanderers • Playball <p>Small Apparatus:</p> <ul style="list-style-type: none"> • Dribbling footballs • Rolling hoops • Mini hurdles made with homemade hurdles • Throwing to a target, catching. • Partner work with your sibling or family <p>Sports Day:</p> <ul style="list-style-type: none"> • Balancing beanbags

			<ul style="list-style-type: none"> • Egg and spoon • Running • Walking • Balloon hopping • Relay
Literacy (Comprehension, Word Reading, Writing)	<ul style="list-style-type: none"> • Mark making using variety equipment • List making in writing corner • Emergent writing • Tracing on cards and over writing • Name recognition and writing • Handwriting practice, letter formation • Phonics – Phase 1 and Phase 2 sounds s,a,t,i,p,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss Grapheme Phoneme correspondence with model text. Talk 4 Writing. • High Frequency words Phase 2 • All about me – my likes/dislikes, my friends • My house • My family • Me at school • Special people • Harvest – discuss aspects of Harvest celebration • Celebrations – Birthday, Diwali, Guy Fawkes, Christmas • Christmas gift list and writing about the Christmas story 	<ul style="list-style-type: none"> • Phonics – Quick revision of previously learnt Phase 3 sounds. Continue Phase 3 – sh,ch,th,ng,ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er. Blend and segment CVC words within sound groups • Improving pencil control • Correct letter formation and handwriting practice • High frequency words • Learn a range of nursery rhymes • Identify rhyming words, continue a rhyming string • Sequence rhymes/stories • Retell part of story in own words • List writing • Book-making • Captions and sentences 	<ul style="list-style-type: none"> • Read Reception High frequency words • Revise Phase 3 consonant and vowel digraphs and complete Phase 4 • Blending and segmenting sounds to read and write words • Begin to use capital letters and full stops. • Continue with handwriting practice. • Non-fiction texts– locating information, contents page/ website google • Retelling stories • List writing – lunch list • Writing signs, labels and captions • Location words and positional vocabulary • Descriptive/observational writing – draw and describe minibeasts • Rhyming words –, Tyrannosaurus Drip • Dinosaur descriptive writing – dinosaur fact files • Sequence main parts of story • Form lower case and capital letters correctly • Re-read their own writing and check it makes sense • Write sentences using letter sound correspondence • Read common exception words, tricky words
Model Texts	Brown Bear Whatever Next	The 3 Little Pigs The Little Red Hen The Smartest Giant in Town The Snail and The Whale	The Very Hungry Caterpillar Jasper’s Beanstalk Oliver’s Vegetables Dinosaur Roar
Maths (Number, Numerical Patterns)	<ul style="list-style-type: none"> • Number counting and recognition number and place value • Say and use number names – rhymes, songs, stories, counting games (to five, then ten) • Use number names in order 	<ul style="list-style-type: none"> • Say and use number names in familiar contexts – number rhymes, songs, counting games • Count reliably 10 objects (to 10 and beyond – 20) • Compare two numbers – greater/smaller • Order numbers – largest to smallest 	<ul style="list-style-type: none"> • Geometry – Exploring patterns. Making simple patterns and exploring complex patterns • Addition and Subtraction- Change. Adding more and taking away • Number and Place Value- Numbers to 20, counting to 20 and beyond

	<ul style="list-style-type: none"> • Sorting • Recognize small numbers without counting - subitising • Count forwards or backwards from a given number • Compare quantities/lengths/weights – more/less, longer/shorter, heavier/lighter • Practical addition • Compare two numbers – more/less, greater/smaller • Find one more/less than a number • Put objects in order of size and sorting and comparing groups • Recognize and recreate simple patterns <p>Sequence events and begin oral subtraction Measurement - time</p>	<ul style="list-style-type: none"> • Count forwards, backwards • Comparing numbers to 5/Composition of 4&5 • Introducing 0 • Use shapes to make models, pictures, patterns • Repeating patterns and symmetry • Estimate given quantity and then count • Compare/order quantities – longer/shorter, heavier/lighter, • One/two more/less to 10/20 • Recognise numerals to 20 & beyond • Relate addition to combining two sets. 6&7&8 combining 2 numbers and making pairs • Counting to 9 & 10, comparing numbers to 10 and making number bonds to 10 • Position vocabulary – above, below, besides, next to • Compare mass, compare capacity • Sequence key time-related events • Problem solving – simple word problems • Length, Height & Time • 3d shapes & patterns 	<ul style="list-style-type: none"> • Multiplication and Division- Numerical Patterns. Doubling, Halving and Sharing, Odds and Evens, Grouping • Measurement – Measure. Length, Height and Distance. Weight and Capacity. • Subitise to 5 • Building numbers and counting patterns beyond 10 <p>Spatial reasoning, positional language</p>
<p>Understand the world (Past & Present People, Culture & Communities, The Natural World)</p>	<p>Science My body – identify/name parts of body Contrast and compare adults/children My clothes – sort materials Senses – taste, touch, sight, sound, smell Personal safety fire Space/Light/Christmas</p> <p>History Family history Clothes in the past Time – yesterday, today, tomorrow past/present events of children’s lives Guy Fawkes – simple history</p> <p>Geography Where I live – town, address etc using a map My house – features of houses My school – what it looks like The area surrounding my school</p>	<p>Science Information and facts about snails How to look after your teeth Investigating the effect of sugar on enamel Materials – wood, wool, natural/man-made (3pigs) Coloured water – ice balloons Floating and sinking</p> <p>History Talk to grandparents/parents about rhymes they sang Examine characters in our focus books Old houses</p> <p>Geography Weather chart Map of UK and world (Chinese New Year) Understand some environments are different to the ones we live in Understand the effect of changing seasons</p> <p>RE/Discovery Stories that Jesus told</p>	<p>Science: Living things – observe and discuss Observe and record changes over time to class caterpillars and tadpoles Planting and growing seeds Lifecycles – butterfly, frog, ladybird, dinosaur Minibeast habitats, minibeast hunts Compare and sort different types of dinosaur Healthy/unhealthy foods</p> <p>History: Dinosaurs long ago – when did they live, timeline Finding out about the past. what are fossils? What can they tell us? How I have changed – then and now/Victorian Seaside</p> <p>Geography: Animal habitats Locate UK on a map of the World Seasons- changes from spring to summer</p>

	<p>Who works in my school Home to school – how do I travel? Weather and seasons RE/Discovery Myself - experiences & feelings. Specific people in my life Diwali – customs, special food, clothes story of Rama and Sita, What is Christmas? customs, food, celebrations</p>	<p>Chinese New Year-customs, Year, Easter story and traditions Noah's Ark Understanding that some places are special to people in our community</p>	<p>Road safety – crossing the road, role play, road signs RE/Discovery Stories Jesus told: The lost coin What can we learn from stories? The boy who cried wolf What makes places special? Homes around the world.</p>
<p>Expressive Arts & Design (creating with media, being imaginative and expressive)</p>	<ul style="list-style-type: none"> • Self-portrait – painting /pencil • My favourite toy – painting • Autumn display – tree, leaves falling, autumn woodland animals/ hedgehogs • Harvest – fruit and veg/collage/prints • Fire work pictures – marble painting • 3D fireworks • Colour – rainbow, colour names display • Diwali and Christmas cards • Diva lamps • 3D decorations • Advent calendar <p>D.T</p> <ul style="list-style-type: none"> • Cooking • Designing and Model- Fireworks <p>Music</p> <ul style="list-style-type: none"> • Familiar songs and rhymes • Harvest songs • Percussion instruments 	<ul style="list-style-type: none"> • Stickman for display • Spring flowers • Cold weather pictures – frost and snow • Mother's Day cards • Easter cards • Easter eggs • Patterns • Postcards home from Stickman • Fashion designs for the Smartest Giant • Three bears – display mathematical size • Printing with different shapes (pigs' houses) • Whale pictures • Observational drawings with pastels • Chinese New Year animal • Marbling • Painting on wet paper <p>DT</p> <ul style="list-style-type: none"> • Bread making • Design house for one of 3 pigs using boxes, wood, plastic bricks etc • Design bags • Lucky money bags (Chinese NY) • Easter baskets <p>Music</p> <ul style="list-style-type: none"> • Moving patterns • Focus on Structure • Focus on pulse 	<ul style="list-style-type: none"> • Observational minibeast drawings – pencil, pastel • Hungry caterpillar – mixed media caterpillars and food • Secret gardens – make a mini garden • Printing • Roller printing • Seed picture collages • Card/paper sculptures • Minibeast egg box models – spiders, caterpillars • Playdough pictures • Dinosaur painting/colouring • Dinosaur songs/rhymes <p>Music:</p> <ul style="list-style-type: none"> • Theme – Growth and change. • Musical Focus – Loud and quiet. • Theme – Senses. • Musical Focus – Timbre. <p>DT:</p> <ul style="list-style-type: none"> • Minibeast models – crayola model magic • Plasticine animal models. • Dinosaur eggs/bones • Sewing – minibeast