Curriculum Overview - Year Reception

LITTLE CHALFONT PRIMARY SCHOOL

Subject	Autumn	Spring	Summer
Personal Social & Emotional Development (Self-Regulation, Managing Self, Building Relationships)	• 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? **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.	• 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 **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.**	• 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 **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.**
Communication & Language (Listening, Attention & Understanding, Speaking)	• 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	• 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 • Use of topic stories to provide opportunities for predictions and explanations	• 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 • Use of topic stories to provide opportunities for predictions and explanations

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	• 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	• 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	• 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
Physical Development (Gross Motor Skills, Fine Motor Skills)	**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 ▪ Indoor writing area **Gymnastics & Space:** ▪ Use of space ▪ Foot work - progressive tasks ▪ Awareness of body parts - progressive tasks ▪ Directions - progressive tasks ▪ Travelling ▪ Gymnastics - Travelling Body Management Unit 1 Space awareness ▪ Gymnastics - Stretching and curling. Body Management Unit 2 Body direction	**Fine Motor:** ▪ Cutting skills - straight and curved shapes (eggs) ▪ Using a range of tools to paint and make marks ▪ Handwriting and letter formation practice **Large apparatus:** ▪ Travelling ▪ Stretching & curling ▪ Climbing safely ▪ Balancing ▪ Under and over hurdles ▪ Jumping and landing safely from a low platform ▪ Partner work **Playball:** ▪ Multisport programme ▪ Developing fundamental building blocks of sport - agility/balance and co-ordination ▪ Developing physical fitness endurance strength and flexibility • Dance - PE Hub	**Fine Motor:** ▪ Continue to develop cutting skills ▪ Pencil control and grip and fine motor skills - indoor/outdoor writing media - pencils, chalks, brushes, pastels, threading ▪ Evaluate and develop through letter formation practice ▪ Handwriting and letter formation practice ▪ Develop and improve manipulative skills **Health & Sport:** ▪ Promoting an awareness of good health - healthy eating, exercise, sleep ▪ Ball Skills: Wycombe Wanderers (Throwing and catching accurately) ▪ Multi Skills with Wycombe Wanderers **Playball / Small Apparatus:** ▪ Dribbling footballs, Rolling hoops, Mini hurdles, Throwing to a target, catching ▪ Partner work with your sibling or family **Sports Day:** ▪ Balancing beanbags, Egg and spoon, Running, Walking, Balloon hopping, Relay

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Literacy (Comprehension, Word Reading, Writing)	• 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 **Model Texts:** • **Brown Bear** • **Whatever Next** **Literacy Tree Model Texts:** • **Where the Wild Things Are** • **We're Going to Find the Monster** • **Colin's Castle** • **Amazing** • **Ning and the Night Spirits** • **Bathe the Cat**	• 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 **Model Texts:** • **The 3 Little Pigs** • **The Little Red Hen** • **The Smartest Giant in Town** • **The Snail and The Whale** **Literacy Tree Model Texts:** • **Superheroes in the Park** • **Look Up!** • **The Tiny Seed** • **Confetti**	• 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:** • **The Very Hungry Caterpillar** • **Jasper's Beanstalk** • **Oliver's Vegetables** • **Dinosaur Roar** **Literacy Tree Model Texts:** • **These Are My Rocks** • **Aisha's Colours** • **So Much** • **A Taste of Home**
Maths (Number, Numerical Patterns)	• Number counting and recognition number and place value	• Say and use number names in familiar contexts - number rhymes, songs, counting games • Count reliably 10 objects (to 10 and beyond - 20)	• Geometry - Exploring patterns. Making simple patterns and exploring complex patterns

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	• Say and use number names - rhymes, songs, stories, counting games (to five, then ten) • Use number names in order • Sorting • Recognise 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 • Sequence events and begin oral subtraction • Measurement - time	• Compare two numbers - greater/smaller • Order numbers - largest to smallest • 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	• Addition and Subtraction - Change. Adding more and taking away • Number and Place Value - Numbers to 20, counting to 20 and beyond • 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 • Spatial reasoning, positional language
Understanding the world (Past & Present, People, Culture & Communities, The Natural World)	**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 **History:** ▪ Family history ▪ Clothes in the past ▪ Time - yesterday, today, tomorrow, past/present events of children's lives	**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 (3 pigs) ▪ Coloured water - ice balloons ▪ Floating and sinking **History:** ▪ Talk to grandparents/parents about rhymes they sang ▪ Examine characters in our focus books ▪ Old houses	**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 **History:** ▪ Dinosaurs long ago - when did they live, timeline ▪ Finding out about the past. What are fossils? What can they tell us?

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	▪ Guy Fawkes - simple history **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 ▪ 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	**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 **RE/Discovery:** ▪ Stories that Jesus told ▪ Chinese New Year - customs, Year, Spring flowers ▪ Easter story and traditions ▪ Noah's Ark ▪ Understanding that some places are special to people in our community	▪ How I have changed - then and now / Victorian **Geography:** ▪ Seaside ▪ Animal habitats ▪ Locate UK on a map of the World ▪ Seasons - changes from spring to summer ▪ 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.
Expressive Arts & Design (Creating with media, Being imaginative and expressive)	• Self-portrait - painting/pencil • 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 **D.T.:** ▪ Cooking ▪ Designing and Model - Fireworks **Music:** ▪ Familiar songs and rhymes ▪ Harvest songs ▪ Percussion instruments	• Stickman for display • 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 • Chinese New Year animal • Marbling • Painting on wet paper **DT:** ▪ Bread making ▪ Design house for one of 3 pigs using boxes, wood, plastic bricks etc ▪ Design bags	• 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 • Observational drawings with pastels • Playdough pictures • Dinosaur painting/colouring • Dinosaur songs/rhymes **DT:** ▪ Minibeast models - crayola model magic ▪ Plasticine animal models ▪ Moving patterns ▪ Dinosaur eggs/bones ▪ Sewing - minibeast **Music:**

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		▪ Lucky money bags (Chinese NY) ▪ Easter baskets **Music:** ▪ Focus on Structure ▪ Focus on pulse	▪ Theme - Growth and change. Musical Focus - Loud and quiet. ▪ Theme - Senses. Musical Focus - Timbre.