

Reception Curriculum Overview 2022 - 2023

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Traditional Tales	Amazing people	Explorers	Amazing Animals	Fantastic journeys
Key themes	Sharing Our bodies Healthy eating PSED focus	Creating own stories Developing a love of reading Role play Nativity play Lit/PSED focus	Superheroes People who help us School community, wider community	Space and our planet Different communities around the world	Habitats Life cycles Comparing environments	Vehicles Holidays Transition
	Festivals					
	Harvest/ Autumn	Diwali Remembrance Christmas	Chinese New Year	Easter	Eid	
Parent involvement	Intro to phonics	Parents meetings Christmas craft morning	Phonics for writing	Easter craft morning Parents meetings	Parents accompany farm trip (5-8)	End of term picnic

All about me

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

	Suggested book
Week 1	Settling activities/ Harry and the dinosaurs start school
Week 2	Settling activities/ Ruby's worry
Week 3	Funny bones - Ask children to bring in baby photos*
Week 4	Owl babies - Ask children to bring in family photos
Week 5	Family theme - Talk about family life and compare to families in the past
Week 6	It's ok to be different
Week 7	Autumn/Harvest - Talk about changing seasons & Nat world

Key texts: Olivers vegetables, Healthy eating, I will never ever eat a tomato (CLPE),
The family book, The feelings book

(Link learning to Understanding the world)

Traditional Tales

Communication and Language

- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Understanding the World

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts and Design

- Develop storylines in their pretend play.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Literacy

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Physical Development

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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.

Traditional tales

Hook: Giants footsteps leading to a beanstalk

	Suggested book
Week 1	Diwali - <i>Understanding different beliefs and celebrations</i>
Week 2	Jack and the beanstalk
Week 3	Little red riding hood
Week 4	Traditional tale based on children's interest - <i>Compare characters from the diff stories and how they lived to how we live now e.g the wood cutter lived in a cabin in the woods</i>
Week 5	A special baby
Week 6	How christmas is celebrated around the world/Other celebrations - <i>Different places of worship</i>
Week 7	Christmas

Key titles

The enormous turnip (CLPE), Three billy goats gruff, The gingerbread man, Cinderella, The three little pigs.

This is a guide and does not need to be followed exactly. You may want to do a story over 2 weeks. If children need longer on a story then there is no need to change it weekly. Just make sure there is a new LI each day at carpet time to ensure progression.

Amazing People

Communication and Language

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

Personal, Social and Emotional Development

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

Expressive Arts and Design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Amazing people

Hooks: , Crime scene, Police visit, Superhero visit

Week 1-3	People who help us
Week 4-5	superheroes

This is only a guide, if children are not ready to move from a focus carry it on. These are adaptable.

Key Titles

Burglar Bill, Non-fiction books on people who help us
Supertato, Super daisy, My mummy is a firefighter

Explorers

Communication and Language

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

- 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Personal, Social and Emotional Development

- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Literacy

- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Understanding the World

- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

All about the world

Hooks: Space ship crash, map work with beebots, Easter egg hunt

Week 1-2	Space
Week 3-5	Geography/countries of the world
Week 6-7	Easter

Key titles:

Space non-fiction texts, Beegu, The Way Back Home, Aliens love underpants, My first Atlas, Smeds and the Smoos, Easter story

Amazing animals

Early Learning Goals

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Early Learning Goals

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Early Learning Goals

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Amazing animals

Hooks

Visit to the farm, visit to the school from the zoo animals, caterpillars

Week 1	What the ladybird heard (CLPE)
Week 2	Farm and visit
Week 3	Minibeasts
Week 4	Meerkat mail
Week 5	Jungle
Week 6	Comparing habitats
Week 7	Assessment week

Key Titles:

The emperor's egg, The blue penguin(CLPE), Walking through the jungle, the snail and the whale, The leopards drum (CLPE), The way back home, Handas Surprise, Meerkat Mail,

Fantastic Journeys

Early Learning Goals
Listening, Attention and Understanding
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Early Learning Goals
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Early Learning Goals
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Early Learning Goals
Self-Regulation
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Early Learning Goals
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Early Learning Goals
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Fantastic journeys - Hooks

Pirate day, Seaside role play (inside and out), Picnic to celebrate end of term.

Week 1 - 2	Pirates
Week 3-4	Journeys
Week 5-6	Summer/Transition
Week 7	End of term celebrations

Key Titles

Pirates love underpants, Captain Firebeard's School for Pirates, Ten little pirates

Lost and found, Naughty bus (CLPE)

The Rainbow Fish, Commotion in the Ocean, Shark in the Park, Surprising Sharks (CLPE)

Teddy bears picnic