Reception Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Superheroes Marvellous Me	Once Upon a Time	Blast Off	Around the World	Sowing and Growing	Pirates and Princesses Under the Sea
Focus	Starting School My New Class New Beginnings Friends and Family Ourselves People who help us What am I good at – my superpowers Being Kind	Settling in Diwali Indian subcontinent Indian wildlife Christmas	Space Explorers Planets	Contrasting Environments Cultural traditions and customs around the world Climate and weather	Gardens and the local environment Plants and minibeasts	Under the sea Aquatic life Signs of summer Seaside holidays
Wow moment/Key Events	Harvest Fashion Show – My Superhero Cape	Diwali Guy Fawkes – bonfire Nativity Christmas Visit to the theatre	Valentines Day Pancake Day Chinese New year Food tasting Festivals	World Book Day Mother's Day Easter	Visit to Ryton Organic Gardens	Pirate Fun Day Sports Day Visit to the Sealife Centre
Texts Power of Reading Zeki Goes to the Park Ruby's Wprry The Runaway Chapati Beegu Man on the Visits Errol's Garden Yucky Worms Billy's Bucket Surprising Sharks	Zeki Goes to the Park – Anna McQuinn Ruby's Worry Superworm – Julia Donaldson Super Daisy – Kes Grey Super Tato – Sue Hendra	The Runaway Chapati The Gingerbread man	Beegu Man on the Moon Once upon a Star The Way back Home The Queen's Lift Off	Lulu's Nana Visits – Anna McQuinn My Granny Went to Market Oliver's Vegetables No dinner – Jessica Souhami	Errol's Garden Yucky Worms The Little Red Hen A Seed in Need Sunflowers – non-fiction	Billy's Bucket Surprising Sharks Clem and Crab The Night Pirates Maisy's Pirate Ship Pirates Love Underpants Never Mess with a Pirate Princess

	Super Duper You – Sophy Henn	The Jolly Christmas Postman				
Communication and Language	Listen to a wider range of stories, poems and non-fiction with increasing attention Follow 2 part instructions Develop vocabulary associated with stories experienced and lexical vocabulary associated with the topic Learn new songs Use talk in play - model conversations linked to role play and small world play Modelling and expecting reciprocal greetings Answering the register	Listening to a wider range of stories with attention and interest – begin to respond to why? Questions and suggest answers Follow 2 and 3 part instructions linked to tasks in the classroom Further develop vocabulary associated with stories shared and topics taught Articulate ideas in well formed sentences Link ideas using conjunctions such as and, so, but Retell the story when deep familiarity is established	Discuss the main themes of a story Make simple predictions based on the text Listen with increasing attention span Anticipate and join in with repeated language and refrain Retell a story using the language of the text Talk about personal experience with increasing detail, sentence length and accuracy Talk about activities with appropriate vocabulary Express likes, dislikes and other opinions Listen to a speaker without interruption for an appropriate length of time Wait for turn to speak in group	Sustained listening to stories, instructions, teaching Sustained listening to one another during sharing time and social time Waiting for turn to talk automatically – non interruption Listening and responding within topic for majority of the time (age appropriate) Talking about personal experience using conjunctions to extend sentences Formulating questions using why, what, who Retelling stories with increasing detail Relay facts accurately using some lexical vocabulary Talk freely within a group situation	Listen with sustained attention and respond with comments, questions and actions – story, instructions and general teaching Further develop back and forth exchanges in conversations with peers and adults Use of past and present tense in general speech Embedded use of conjunctions in speech	Listen attentively and respond with relevant questions, comments and actions during whole class discussions, small group interactions, whilst being read to Hold conversations in back and forth exchanges with adults and peers Participate in small group, class discussions offering their own ideas and using recently introduced vocabulary Be able to verbally share simple explanations Use new vocabulary from stories, non-fiction, rhymes and poems Share first hand experiences using past, present and future tenses

			situation for an age appropriate length of time Talk with an increasing number of familiar adults Talk in social situations displaying some of the rules of conversation	Speak to adults within school with confidence		
Literacy **Word Reading**	Phonics – Linking sounds to letters Phase 2 Set 1 – s,a,t,p Set 2 – l,n,m,d Oral blending CVC constructed from phonemes taught Individual readers based on phonemes taught	Phonics – linking sounds to letters Phase 2 Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b f, ff, l, ll, ss Tricky words – to, the, no, go, I Blending, reading CVC words, alliteration, using sound buttons when blending and robot arms to support segmenting Reading captions and phrases including tricky words	Phonics – linking sounds to letters Phase 3 Set 6 J, v, w, x Set 7 Y, z, zz, qu Tricky words He, she, we, me, be, was Blending to read Segmenting to spell Captions, phrases, reading books	Phonics – linking sounds to letters Phase 3 Consonant Digraphs Ch, sh, th, ng Vowel Digraphs ai, ee, igh, Tricky words You, they, all, are , my, her Reading simple sentences Reading longer words made up of letter sound correspondence known e.g. jumping, rabbit, bucket	Phonics – linking sounds to letters Phase 3 Vowel Digraphs Oa, oo, ar, or, ur, ow Reading and understanding sentences Reading longer words made up of letter sound correspondence known Individual reading materials at personalised level Revision of tricky words	Phonics – linking sounds to letters Phase 3 Vowel Digraphs Oi, ear, ure, er Consolidation of Phase 3 sounds Revision of tricky words Reading sentences with some intonation and some understanding of punctuation

Literacy Writing	Representing name Establishing dominant hand Tripod grip Mark making Giving meaning to marks Labelling Writing messages Correct formation of graphemes modelled	Writing name correctly Labelling using initial sounds correctly Sequencing pictures to retell a story Writing CVC's using and applying phonics correctly Rhyming strings	Caption writing Writing tricky words Labels – cvc's, cvcc and ccvc words Dictation Guided writing – applying phonic knowledge and using resources in the environment to build independence when writing Correct letter formation	Sentence writing Learn to 'hold a sentence' through careful and persistent modelling of oral rehearsal, counting words and committing to paper Guided writing to focus on pupils using the sounds and tricky words taught to write Dictation – practise writing words and phrases Story maps with written annotations	Sentence writing – practice and consolidate holding and writing a sentence for a variety of purposes Use finger spaces to separate words Form letters correctly and begin to orientate in relation to a line showing ascenders and descenders	Writing simple sentences which can be read by others Writing sentences using a range of tricky words Begin to use full stops, capital letters at the beginning of a sentence and finger spaces Use correct letter formation
Literacy Comprehension	Joining in with rhymes Joining in with stories – familiar restrains The 5 key concepts of print Print has meaning Print has different purposes	Making up stories with themselves as central characters Talking about the simple structure of a story – beginning, middle and end Talking about characters and their actions	Retelling stories using new vocabulary Recording stories through drawings, mark making, sequencing Understanding similarities and differences	Building fluency and understanding Re-read books to build fluency and understanding in individual reading Use new vocabulary from books in own talk – showing	Explaining stories they have heard or read Retell a story with actions or picture prompts Use story language when acting out a narrative	Demonstrate understanding of of what has been read by retelling stories using their own words and recently introduced vocabulary Listen to stories attentively and anticipate key

	The directionality of text – in English – left to right and top to bottom Name the parts of a book Understand page sequencing Retell stories orally	Contributing to whole class and group story maps Using actions to support the retelling of stories Sequencing pictures to retell a story The 5 Key concepts	between narratives Using newly introduced vocabulary during role play and small world play Expanding knowledge of a range of stories, rhymes, poems and non-fiction texts	understanding and accurate use in context Create simple story maps to accompany individual reading Create simple character profiles Explore settings and create matching pictures	Draw pictures of and write captions about the main characters and setting of a story Explain and sequence the main events of a story Label pictures about a story using related language	events – make simple predictions Begin to understand the key differences between fiction and non-fiction Can identify the parts of a book – front cover, back cover, spine, blurb, illustration, illustrator, author and title
<u>Maths</u>	**Mathematical Experiences** Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Subitising Number recognition 2D shape recognition **Pattern and Number** Recognise, describe, copy and extend patterns (colours and sizes) Count and represent numbers 1 – 3	**Mathematical Experiences** Counting and ordering Number in story **Pattern and Number** Numbers within 6 Number bonds to 5 Count up to 6 objects One more and one fewer Order numbers 1 – 6 Conservation of numbers within 6 Addition and subtraction within 6 Measures Estimate, order, compare and discuss capacity, weight and length Shape	**Mathematical Experiences** Counting down Counting rhymes associated with the topic Ordering objects and sets Weighing **Pattern and Number** Numbers within 10 Number bonds to 10 Count up to 10 objects Represent, order and explore numbers to 10 One more, one fewer, one greater, one less Subitising to 5 Odds and evens	**Mathematical Experiences** Counting rhymes Matching and sorting based on varying criteria Comparison Pattern spotting **Pattern and Number** Numbers within 20 Count reliably beyond 10 Count more than 10 objects reliably Further exploration of odd and even Grouping and sharing	**Mathematical Experiences** Counting rhymes Sorting natural objects such as seeds based on mathematical criteria Measuring **Pattern and Number** Addition and subtraction within 20 – counting on and taking away Comparing 2 amounts recognising one quantity is greater than, one is less than Shape Sort and describe 2D and 3D shapes	Have a deep understanding of numbers to 10 including the composition of each number Begin to have a deeper understanding of numbers to 20 Count beyond 20 Recognise and extend patterns Count forwards and backwards Understand one more, one less Estimate and count Group and share Odd and even numbers Subitise to 5 and beyond

	Estimate and check by counting Count and develop understanding of the cardinal principle Recognise numbers in the environment A number every week White Rose Small Steps Planning for Reception	Describing and sorting 2D and 3D shapes Calendar and time Days of the week Seasons Sequencing of daily events	Addition and subtraction within 10 Numbers within 15 Count and order up to 15 Recognise different representations within 15 Order and explore numbers to 15 Measures Comparing using balance scales	Counting and sharing into equal groups Grouping into 5's and 10's Doubling and halving and the relationship between Measure Capacity Describe capacities Explore filling containers – estimating and comparing	Recognise and complete increasingly complex patterns Money Coin recognition and values Combinations to make 10p Measure Describe capacity Compare volumes Compare weights Estimate, compare and order lengths	
Physical Development Gross Motor	Cooperation and Moving Gross Motor Co-operation games – parachute games Climbing – outdoor equipment Different ways of moving – jumping, crawling, skipping etc. to be explored and taught Teach thorough handwashing and talk about good hygiene	Ball skills and wheeled toys Throwing and catching Crates play – building and climbing Skipping with ropes Scooters, bikes and trikes Pulling and pushing wheeled toys – wheel barrows etc.	Ball Skills and moving to music Ball skills – aiming, dribbling, pushing, throwing and catching, putting and kicking Dance activities	Balance Spin Rock Tilt Fall Slide Bounce Using outdoor equipment Dance and gymnastic activities	Obstacles Obstacle activities – moving over, under, through and around equipment Encourage high level activity Provide activities which allow spinning, rocking, tilting, falling, sliding, bouncing Move to music	Team Games Races, team games involving gross motor movements Gymnastics – balance Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and co-ordination when playing Move energetically – run, jump, dance, hop, skip and climb
Physical Development	Fine Motor	Fine Motor Threading, cutting, weaving, playdough	Fine motor Using tools to create – scissors,	Fine Motor Tripod grip	Fine Motor	Fine Motor Use the tripod grip to write effectively

Fine Motor	Dough and other malleable material activities Threading, cutting, weaving, finger gym Manipulation of objects – twisting, collecting, transporting using tweezers Establish dominant hand Mark making Drawing – lines, circles, shapes with fingers and implements on a variety of surfaces and textures Encourage and model tripod grip Painting using brushes, buds, etc	and other malleable materials with increasing expectation in terms of dexterity, dominant hand development Structured drawing/writing activities Teach and model correct letter formation	nuts, bolts, tinkering blocks, pipettes etc. Malleable materials – creating products with refinements and embellishments Structured drawing and writing activities Correct letter formation	Writing name, cvcs etc with recognisible letters – most formed accurately Threading, weaving etc activities in the continuous provision	Daily writing – name, cvc, sentence writing Threading, cutting, weaving, pencil grip Letter formation Cut straight and curved lines	Form letters correctly Draw diagonals Colour inside lines neatly Draw detailed and recognisable pictures of a range of things Build with smaller linking blocks such as duplo and lego Use a broad range of small tools such as scissors, paint brushes and cutlery
Personal, Social, Emotional Development Managing Self	Self- Regulation Controlling own feeling and behaviour – in the early stages of the year - focus on – Waiting Focus on adult Focus on task Control impulse Managing Self The valuable individual Being in class Class rules and routines	Self-Regulation Developing emotional literacy Understanding anger and how to manage these feelings Sharing, building confidence Taking responsibility – personal actions and responsibility for the environment – staying safe, tidying up etc.	Self-Regulation Feelings and reactions Physical feelings linked to emotions Celebrating differences Perseverance Resilience	Self-Regulation Taking part in new activities confidently Healthy lifestyle	Self-Regulation Developing ability to ignore distractions, control impulse and persevere Tidy up after self with increasing diligence	Self-Regulation What is socially acceptable? Thinking before acting

	Introduce the Zones of Regulation – The Colour Monster					
PSED Building Relationships	Building Relationships Me and my class Kind and gentle hands Turn taking Stories about friendship Role play and modelling of shared activities Activities centred around an invitation to play	Building Relationships Me and my friends Playing well -getting on and falling out How to manage conflict Making friends and staying friends What makes a good friend Playing board games	Building Relationships Working co-operatively – shared tasks (adult directed) Team games Celebrating difference	Building Relationships Fun and fears Saying 'no' Safety	Building Relationships Being the best friends we can be What makes a good friend What is bullying	Building Relationships Looking after others Right and wrong choices and the impact of our actions on others
Understanding the World Past and Present	Who is in my family? Talking about family and home Discussing the role of people in the family Discussing shared family times and what the family do together etc. Share stories about families – Paddington stories – the Brown family and how they accept a new addition	The story of Guy Fawkes Remembrance Day Looking at photographs as a record of the past Spotting differences – old and new	The story of the moon landing Who was Neil Armstrong?	How we travel Transport over time Getting around now – personal stories of travelling	Food and farming – past and present	The stories of real life pirates

	Personal growth and development People who help us in the community – police, nurses, doctors etc. Share stories about Florence Nightingale (Y1)					
UW People, Culture, Communities	The school community – who is everyone and what are people's roles? – introduce all staff to the new children Who helps us in our community? Everyday superheroes	Stories from other cultures Similarities and differences between stories	what is an astronaut? Who can travel into Space? Festivals of Light	People around the world – similarities and differences Celebrations and fesitvals Shops and markets Food	Farmers and food Where does our food come from?	People who help us – life boat rescue Fishermen Celebrating the ocean
UW Natural World	Season of Autumn Signs and changes Nature table Nocturnal animals	Animals of the Indian sub-continent Seasonal change Winter	Dark and light Naming the main planets Understanding the Sun as a source of heat and light Seasonal change	Hot and cold places Mountains, forests, rivers Seasonal change – signs of spring Growing	Plants and growth Animals in the garden – minibeasts Habitats Life cycles	Life in the ocean Sea creatures Fish Shells and sand Rocks and cliffs – coastal places
Expressive Arts and Design Creating with Materials	Self portraits Chalk portraits of Paddington Autumn pictures Exploring Picasso Mixing colours and exploring texture	Leaf printing onto paper and fabric Paper plate animal masks Rousseau – tiger in a tropical storm Large chalk tiger pictures	Designing and constructing rockets using a range of materials and tools Design and make a moon buggy Van Gogh – Starry Night	Pattern Textiles Simple stitches Weaving Folk art – magic carpets	Designing seed packets Observational drawings of plants Kandinsky circle flowers	Marine life pictures Kerry Shearer – naïve landscape/seascape artist

	Making personal superhero capes for fashion show Continuous provision					
EAD **Being Imaginative**	Songs and rhymes with actions Role play – home/medical centre Small world play related to stories etc.	Music from the Indian Sub-continent Musical versions of the traditional stories Small world linked to the main texts Role play – bakery, take away restaurant	Listen to Holst's Planet Suite Role play astronaut, on board a rocket Role play – space station Small world linked to stories	Role play – market stall Small world play linked to stories	Role play Garden centre role play Small world play linked to stories	Seaside songs Pirate role play Small world play
SMSC	Respect – whole school value for beginning of the year We are all unique and equally valued Celebrations – birthdays	Whole school value Cultural capital – unique experiences/Charter of Entitlement Christmas	Whole School value Concept of exploring Festivals of Light	Whole school value Doing the right thing Diversity Cultural experiences – food tasting etc	Whole school value Celebrating the natural world	Whole school value Holidays, hobbies and leisure
Assessment	National baseline Stockton specific baseline Wellcomm Screening Target setting Parent consultations	Observations Pupil Progress Meetings Wellcomm updates Phonics check up Area specific tracker	Wellcomm updates Phonics check up Area specific tracker Maths assessment	Wellcomm updates Phonics check up Area specific tracker Parent consultations	Wellcomm updates Phonics check up Area specific tracker	Wellcomm End of Year – data GLD Reports