



### Reception Curriculum Overview 2022-2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring</b> To show curiosity about objects, events and people.		<b>Creating and Thinking Critically</b> To think of ideas.		<b>Active Learning</b> To show high levels of energy and fascination.	
<b>Possible Themes</b>	Me and My World (Past and Present focus)	Let's Celebrate (People, Culture and Communities focus)	When I Grow Up (Past and Present focus)	Infinity and Beyond (The Natural World focus)	All Things Bright and Beautiful (The Natural World focus)	Where in the World? (People, Culture and Communities focus)
<b>Possible Memorable Experiences</b>	Local area walk	Christmas visit	Visit from police/fire engine/nurse	Space experience	Hatching chicks	Visit to local landmark
<b>Possible Focuses</b>	7 weeks - appearance - my family - my home - my school/Church - my local area - personal hygiene - healthy eating	8 weeks - Bonfire Night - Remembrance Day - Diwali - Chinese New Year - birthdays - Baptism - Christmas	6 weeks - NHS - beauty - retail - construction - science - emergency services	5 weeks - sun - moon - solar system - astronauts - aliens	6 weeks - minibeasts - plant growth - fruit/vegetables - pets - baby animals - life cycles	7 weeks - Statue of Liberty/Tommy - Great Wall of China/ Hadrians Wall - Golden Gate Bridge/Spire Bridge - Mount Everest/Tunstall Hill - Niagra Falls/High Force - Great Barrier Reef/ Roker Beach
<b>Special Celebrations</b>	Black History Month (October)	Diwali (24 <sup>th</sup> October) Bonfire Night (5 <sup>th</sup> November) Remembrance Sunday (13 <sup>th</sup> November) Christmas (25 <sup>th</sup> December)	Chinese New Year (22 <sup>nd</sup> January) Valentine's Day (14 <sup>th</sup> February) Shrove Tuesday (21 <sup>st</sup> February)	World Book Day (2 <sup>nd</sup> March) British Science Week (10 <sup>th</sup> -19 <sup>th</sup> March) Mother's Day (19 <sup>th</sup> March) Easter Sunday (9 <sup>th</sup> April)	St George's Day (23 <sup>rd</sup> April)	Father's Day (18 <sup>th</sup> June)
<b>Communication and Language (Listening, Attention and Understanding, Speaking)</b>	Throughout the year children will learn to: <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• <i>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.</i></li> <li>• <i>Make comments about what they have heard and ask questions to clarify their understanding.</i></li> </ul>					

	<ul style="list-style-type: none"> <li>• <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></li> <li>• <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></li> <li>• <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li>• <i>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.</i></li> </ul>					
Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)	<p>Throughout the year children will learn to:</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>• <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></li> <li>• <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></li> <li>• <i>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.</i></li> <li>• <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></li> <li>• <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></li> <li>• <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></li> <li>• <i>Work and play cooperatively and take turns with others.</i></li> <li>• <i>Form positive attachments to adults and friendships with peers.</i></li> <li>• <i>Show sensitivity to their own and to others' needs.</i></li> </ul>					
Physical Development (Gross Motor Skills, Fine Motor Skills)	<p>Throughout the year children will learn to:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li> <li>• <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></li> <li>• <i>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></li> <li>• <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></li> <li>• <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></li> <li>• <i>Begin to show accuracy and care when drawing.</i></li> </ul>					
Literacy (Comprehension, Word Reading, Writing) Read Write Inc	Possible texts: The Invisible String Ruby's Worry 'My Body' information book	Possible texts: Kipper's Birthday The Nativity 'My Diwali' information book	Possible texts: A Superhero Like You Mog and the VET People who help us information book	Possible texts: Aliens Love Underpants Astro Girl Space information book	Possible texts: Jack and the Beanstalk The Ugly Duckling Plant information book	Possible texts: Maisey Goes by Plane How to Make an Apple Pie and See the World Children's atlas
Mathematics: (Number, Numerical Patterns)	Getting to Know You <ul style="list-style-type: none"> <li>• Settling in</li> <li>• Introducing provision</li> <li>• Key times of day</li> <li>• Class routines</li> <li>• Exploring continuous provision</li> </ul>		Alive in 5 <ul style="list-style-type: none"> <li>• Introducing 0</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 and %</li> <li>• Comparing mass (2)</li> <li>• Comparing capacity (2)</li> </ul>		To 20 and Beyond <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> <li>• Spatial reasoning</li> <li>• Match, rotate, manipulate</li> </ul> First, Then, Now	

<p>White Rose Maths</p>	<ul style="list-style-type: none"> <li>Positional language</li> </ul> <p>Just Like Me</p> <ul style="list-style-type: none"> <li>Match and sort</li> <li>Compare amounts</li> <li>Compare size, mass and capacity</li> <li>Exploring pattern</li> </ul> <p>It's Me 1 2 3</p> <ul style="list-style-type: none"> <li>Representing 1, 2 and 3</li> <li>Comparing 1, 2 and 3</li> <li>Composition of 1, 2 and 3</li> <li>Circles and triangles</li> <li>Positional language</li> </ul> <p>Light and Dark</p> <ul style="list-style-type: none"> <li>Representing numbers to 5</li> <li>One more and less</li> <li>Shapes with 4 sides</li> <li>Time</li> </ul>	<p>Growing 6 7 and 8</p> <ul style="list-style-type: none"> <li>6, 7 and 8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length and height</li> <li>Time</li> </ul> <p>Building 9 and 10</p> <ul style="list-style-type: none"> <li>9 and 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>3D shape</li> <li>Pattern (2)</li> </ul>	<ul style="list-style-type: none"> <li>Adding more</li> <li>Taking away</li> <li>Spatial reasoning (2)</li> <li>Compose and decompose</li> </ul> <p>Find My Pattern</p> <ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>Spatial reasoning (3)</li> <li>Visualise and build</li> </ul> <p>On The Move</p> <ul style="list-style-type: none"> <li>Deepening understanding</li> <li>Patterns and relationships</li> <li>Spatial reasoning (4)</li> <li>Mapping</li> </ul>			
<p>Understanding the World (Past and Present, People, Culture and Communities, The Natural World)</p>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Talk about members of their immediate family and community.</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>
<p>Expressive Arts and Design (Creating With Materials, Being Imaginative and Expressive)</p>	<p>Self-portraits</p>	<p>Firework paintings 3D poppies Clay Diva lamps Christmas cards Christmas calendars</p>	<p>Valentine's Day cards</p>	<p>Mother's Day cards Easter cards</p>	<p>Observational drawings</p>	<p>Father's Day cards 3D junk modelling</p>
<p>RE Come and See</p>	<p>Myself Welcome Birthday</p>		<p>Celebrating Gathering Growing</p>		<p>Good News Friends Our World</p>	
<p>RSE Life to the Full</p>	<p><b>Module 1 Unit 1</b> Handmade with Love Handmade with Love Handmade with Love Handmade with Love</p>		<p><b>Module 1 Unit 2</b> I Am Me Heads Shoulders Knees and Toes Ready Teddy? <b>Module 1 Unit 3</b></p>		<p><b>Module 1 Unit 4</b> Growing Up <b>Module 3 Unit 1</b> God is Love Loving God, Loving Others</p>	

	Handmade with Love	I Like, You Like, We All Like! Good Feelings, Bad Feelings Let's Get Real	<b>Module 3 Unit 2</b> Me, You, Us
SMSC- British Values	<p>Spiritual, Moral, Social, Cultural, &amp; British Values, are taught partly through our RHE programme Life to the Full and Religious Education. In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSHCE and nurturing curriculum.</p> <ul style="list-style-type: none"> <li>• Value Words are focused on in assembly and are followed up in the classroom.</li> <li>• School Rules and weekly statement to live by focused on in assemblies - followed up in classroom; Class Rules agreed by each class.</li> <li>• School Parliament, questionnaires all contribute to SMSC and British Values.</li> </ul>		