

Reception Curriculum Overview

Learning Updates detail the learning and enrichment activities that have taken place in class each week.

The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.

Term	Autumn 1 <i>Letters and sounds all around</i>	Autumn 2 <i>People who help us</i>	Spring 1 <i>Cold Climates</i>	Spring 2 <i>Once Upon A Time...</i>	Summer 1 <i>Farms</i>	Summer 2 <i>Under the sea</i>
Thread	<p>Changing communities</p> <p><i>How is school different to pre-school?</i></p>	<p>Modernising medicine</p> <p><i>What happens if I hurt myself or if I am poorly?</i></p>	<p>Changing Communities</p> <p><i>How do the polar bears feel? (melting icecaps)</i></p>	<p>Ethics and citizenship</p> <p><i>What would I do? (moral dilemmas in fairy stories)</i></p>	<p>Changing communities</p> <p><i>Where does my food come from? (from a plant, or from an animal?)</i></p>	<p>Ethics and citizenship</p> <p><i>How can I use less plastic?</i></p>
School Value	<p>Community</p> <p>Becoming part of the school community</p>	<p>Community</p> <p>Recognising people who help us. Saying thank you.</p>	<p>Responsibility</p> <p>Taking care of our world</p>	<p>Individuality</p> <p>What would you do if you were in the story?</p>	<p>Responsibility</p> <p>Taking care of plants</p>	<p>Responsibility</p> <p>Taking care of our world</p>
Literacy	<p>Phonics Phase 2</p> <p>Hears and says initial sound in a word.</p> <p>Begin to blend and segment sounds to read and spell words with (s,a,t,p,l,n,m, d,g,o,c,k,) Continues a rhyming string</p>	<p>Phonics Phase 2</p> <p>Blend and segment sounds to read and spell words and phrases.</p> <p>Topic writing</p>	<p>Phonics Phase 3</p> <p>Reading non-fiction texts and stories Writing lists, captions and phrases.</p>	<p>Phonics Phase 3</p> <p>Read and write short sentences. Use finger spaces and full stops. Describe story settings, characters and events. Continue a rhyming string.</p>	<p>Consolidate</p> <p>Read non-fiction texts and stories about farm animals and plants. Write lists, captions and sentences about farm animals and plants Use finger spaces and full stops.</p>	<p>Consolidate + some Phase 4</p> <p>Use phonemes to read and spell words and sentences. Write captions and sentences about sea creatures. Use finger spaces and full stops. Identify, match and use capital letters.</p>
Books/Authors/ Poems and Rhymes	<p>Kipper series Percy the Park Keeper series</p> <p><i>If you're happy and you know it Wheels on the bus</i></p>	<p>Hairy Macclary series</p> <p><i>Miss Polly had a Dolly Ring a ring a roses</i></p> <p>Nativity</p>	<p>Non-Fiction texts about penguins and polar bears</p> <p>Penguin Lost and Found Penguin Small</p> <p><i>10 green bottles 10 in the bed Ten fat sausages</i></p>	<p>Gingerbread man Red Riding hood Three little pigs Goldilocks The enormous turnip</p> <p><i>There was a princess long ago</i></p>	<p>Rosies Walk Farmer Duck Little Red Hen Jaspers Beanstalk Olivers vegetables</p> <p><i>Old MacDonald Farmers in his den Baa baa black sheep Hickory Dickory Dock</i></p>	<p>Non-fiction texts about sea life</p> <p>Tiddler Fidgety fish Billys Bucket</p> <p><i>A sailor went to sea sea sea 5 little fishes 12345</i></p>
Maths <i>(based on 'White Rose')</i>	<p>Numbers 0-5</p> <p>Estimates, counts and recognises amounts of objects. Order by length 2D shape Repeating patterns</p>	<p>Numbers 0-6</p> <p>Subitise Addition and subtraction Capacity – full/half full/empty Money - coins</p>	<p>Numbers 0-10</p> <p>Capacity – full/half full/empty</p> <p>Balance scales – heavy and light</p>	<p>Numbers 0-10</p> <p>Total amounts One more/ one less Order items by length and height</p>	<p>Numbers 0-20</p> <p>Recognising and ordering 'teens' numbers Time Laptops for skills practise</p>	<p>Numbers 0-20</p> <p>Finding totals 3D shapes Doubles and halves Coins to 10p Laptops for skills practise</p>

<p>Personal, Social and Emotional Development</p>	<p>Becoming confident in new situations. Talking about home and familiar family situations. Describing self in positive terms. Becoming aware of feelings of themselves and others. Working as a team (parachute)</p>	<p>Role play different roles Visits from police and paramedic Bravery Right and wrong</p>	<p>Listening to others. Confidence to share ideas. Snowflakes are all different and so are we.</p>	<p>Ways to stay safe. Ways to resolve conflict. Be brave. Teamwork and helping others.</p>	<p>Working with a friend to develop play The importance of working as a team (Little Red Hen)</p>	<p>Describe yourself in positive terms when talking about abilities. Talk about feelings and responses to each other in different situations. Explain own knowledge and understanding.</p>
<p>Communication and Language</p>	<p>Use language to recreate familiar roles in play. Respond to simple instructions. Shows understanding of position words.</p>	<p>Matching words and pictures Listening skills on the carpet</p>	<p>Read and respond to stories about polar regions. Discuss facts about polar regions. Develop vocabulary: cold and snow words.</p>	<p>Repeating phrases and language. Understand 'how' and 'why' questions. Listen to and follow a story without pictures. Introduce a storyline into play. Developing vocabulary: Story language, sequential words.</p>	<p>Read and respond to texts about farm animals and plants. Discuss facts about farming and farms. Developing vocabulary: baby animals and plants.</p>	<p>Imagine and recreate roles and experiences. Explore and extend vocabulary in sentences. Follow a story without pictures (introduce a short chapter book in story time.)</p>
<p>Physical Development</p>	<p>Movement in a range of ways on different body parts. Holding scissors correctly. Correct pencil grip. Handwriting patterns. Taking care of self, including washing hands and drinking regularly.</p>	<p>Rolling, travelling, making shapes. Letter formation Anti-clockwise movement with a pencil. Cutting on a line. Correct pencil grip Writing name. Taking care of self – putting on and doing up coat. Changing for PE</p>	<p>Balancing with confidence and care, on and off apparatus Cutting on a line. Correct pencil grip. Correct letter formation. Writing name</p>	<p>Catch a ball. Run, find a space and change direction. Cutting on a line. Correct pencil grip. Correct letter formation. Writing name.</p>	<p>Multi-skills to develop travelling with confidence and care, individually and with others. Cutting on a line. Correct pencil grip. Correct letter formation. Drinking water When is it good to go to the toilet? (outside PE)</p>	<p>Swimming. Multi-skills and relay games Correct pencil grip. Correct letter formation. Changing for swimming. Sun safety</p>
<p>Understanding the World</p>	<p>Knows some things that make them unique. Similarities and differences Developing an idea of growth and change over time.</p>	<p>History – personal stories How to get help – 999 Staying safe outside</p>	<p>How can we stay warm in the cold? Animal adaptation. Where are the polar regions on a world map and globe? Signs of Winter and Spring. Epiphany Turning laptops on, signing in and shutting down.</p>	<p>Ask questions about where they live and their natural world (compare to story settings) Show care and concern for living things Use beebots to program direction</p>	<p>Life cycles of plants and animals. Growing a pea plant. Matching adults and young. Where does food come from?</p>	<p>Comments and asks questions about the natural world Shows care and concern for living things (plastic in the ocean) Playing phonics and maths games on the laptops</p>

<p>Expressive Arts and Design</p>	<p>Joins in with singing and dancing games Use lines to enclose a space Use shapes to represent objects</p> <p>Harvest assembly, songs and rhymes</p>	<p>Making models Hot colours Building up a repertoire of songs and actions</p> <p>Christmas play</p>	<p>Cold colour collage and painting</p> <p>Instruments that make frosty sounds</p> <p>Playing co-operatively with others in role play</p> <p>Moving creatively as part of a theme (Jack Frost, cold weather creatures....)</p>	<p>Begin to describe the texture of things. Join construction pieces together to build. Build stories around toys. Create props to support role play.</p>	<p>Playing co-operatively with others in role play activities. Using different materials creatively to make a range of art work.</p>	<p>Building repertoire of songs about the sea</p> <p>Uses tools and techniques to make under the sea art</p> <p>Play co-operatively in a group</p>
<p>Online Safety <i>Discussions in preparation for going online in Year 1</i></p>	<p>Key Questions: What are my personal details? Who should I share them with?</p> <p>I know my name, birthday, age, where I live.</p>	<p>Key Questions: Who helps me online? Why is it important to say 'no'?</p> <p>I recognise that I can say 'no/ please stop/I'll tell' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p>	<p>Key Questions: How could people send messages about dangerous weather?</p> <p>I can recognise some ways in which the internet can be used to communicate.</p>	<p>Key Questions: How might Cinderella's sisters talk to her, including online? How would that make her feel?</p> <p>I can describe ways that people are unkind, including online. I can offer examples of how this makes others feel.</p>	<p>Key Questions: How could I use the internet to find out about farms or one animal?</p> <p>I can talk about how I might use the internet to find things out. I can identify devices I use. I can give examples of how to find information.</p>	<p>Key Questions: How can we tell people to protect sea creatures, including online? Why is the internet a good way of sharing information?</p> <p>I can recognise some ways in which the internet can be used to communicate.</p>
<p>Home Learning Project <i>takes place over the half term, during term time</i></p>				<p>Make something from a traditional tale. Map, model, book, puppet, food.....</p>	<p>Make a poster of a farm.</p>	<p>Make a diorama of an 'under the sea' scene.</p>