



# Curriculum Overview – Reception



## 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me	Let's Celebrate	Once upon a time	Dangerous Dinosaurs	Ready Steady Grow	On the Beach
Possible Themes / Events / Lines of Enquiry	All about me and my family Autumn	Celebrations Halloween Guy Fawkes Night Remembrance Day Winter Children in Need Christmas Cold places	Chinese New Year Spring Birdwatch Valentine's Day	Spring Growing up - generations Shrove Tuesday World Book Day Planting & growing Mother's Day Easter	Summer Life cycles - butterflies / ducks Father's Day	Summer Holidays – past & present Hot places Seaside Sport's Day Transition Events
Communication & Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences with 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and to organise thinking. Explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use

				action to another using a range of connectives.		conjunctions to extend and articulate their ideas
<b>C&amp;L Across the Year</b>	Learn new vocabulary Listen carefully to stories, songs, rhymes and poems Use new vocabulary throughout the day. Learn stories, songs, rhymes and poems Use new vocabulary in different contexts. Talk about stories, to build familiarity and understanding					
<b>Oracy: Physical Linguistic Cognitive Social &amp; Emotional</b>	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Ask a relevant question about a story. Use words accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. e.g. in a news session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
<b>Personal, Social &amp; Emotional Development</b>	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
<b>Physical Development</b>	PE Sessions: Dance, travelling, coping and performing actions, co-ordination.	PE Sessions: Dance, travelling, co-ordination, balance.	PE Sessions: Little Kickers, rolling a ball, stopping a rolling ball, throwing at a target.	PE Sessions: Little Kickers, kicking a ball, dribbling a ball with feet, bouncing a ball.	PE Sessions: Games, running, balancing, changing direction, striking a ball, throwing.	PE Sessions: Games, running, balancing, changing direction, striking a ball, throwing.

<p><b>Physical Development Across the Year</b></p>	<p>In Reception we give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another. Through dedicated PE sessions, children are given opportunities to develop their overall body strength by learning disciplines including dance, yoga, gymnastics and games. Children are given opportunities to develop the skills they need to manage the school day such as managing their own basic hygiene and personal needs, lining up appropriately, giving others personal space and having good table manners. The children will develop their fine 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 spoon. By the end of Reception, children will hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p>					
<p><b>Literacy</b></p>	<p>Starting School Shark in the Park Owl Babies Peter Rabbit The Gruffalo-</p> <p>Phonics: To read &amp; write Phase 2 Sounds. To hear sounds at the start and within words. To begin to blend sounds.</p> <p>Writing: To write their name. To use Little Wandle rhymes when writing lowercase letters.</p>	<p>Room on the broom Stickman A Christmas list</p> <p>Phonics: To know, read &amp; write phase 2 sounds. To blend phase 2 sounds to read words.</p> <p>Writing: To write words.</p>	<p>Little Red Riding Hood Hansel &amp; Gretel Handa's Surprise</p> <p>Phonics: To read Phase 2 decodable books. To read cvc words containing phase 2 sounds.</p> <p>To read tricky words.</p> <p>Writing: To write words and phrases.</p>	<p>The Little Red Hen Princess Smartypants The Princess and the Pea</p> <p>Phonics: To learn Phase 3 sounds. To read Phase 3 decodable books. To learn how to read words containing Phase 3 sounds.</p> <p>To read tricky words. To read and write uppercase letters. To learn letter names</p> <p>Writing: To learn how to write sentences.</p>	<p>What the ladybird heard Superworm Snail Trail</p> <p>Phonics: To read Phase 3 decodable books. To learn how to read words with Phase 3 sounds.</p> <p>Writing: To write more than one sentence. To write words with more than one syllable.</p>	<p>Cave Baby Dinosaurs love underpants Never ask a dinosaur to dinner</p> <p>Phonics: To read Phase 3 decodable books. To know Phase 3 sounds. To read Phase 3 words.</p> <p>Writing: To write using recognisable letters which are correctly formed that can be read by others.</p>
<p><b>Literacy Across the Year</b></p>	<p>In Reception, we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks, wax crayons, chalk pens and paint pens. Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children read books that are consistent with their phonic knowledge.</p>					

<b>Maths</b>	Baseline Assessments Matching & Sorting Comparing Amounts Comparing size, mass and capacity Exploring Pattern Representing, comparing & composition of 1,2 and 3. Circles & Triangles.	Representing, comparing and composition of numbers to 5. Number bonds to 5. One more and one less. Shapes with 4 sides. <b>To order and sequence familiar events. Use everyday language related to time</b>	Introducing zero. Comparing mass & capacity. Representing, comparing & composition of 6,7 and 8. Making pairs. Combining two groups, subitising to 5.	Length & Height Time Representing, comparing & composition of 9 & 10. Number bonds to 10. 3D Shape Pattern	Building numbers beyond 10. Counting patterns beyond 10. Spatial Reasoning: Match, rotate & manipulate. Adding more. Taking Away. Spatial Reasoning: Compose & decompose.	Doubling. Sharing & grouping. Odds and Evens. Spatial Reasoning: Visualise & build. Patterns & Relationships of number. Spatial Reasoning: Mapping
<b>UTW: People &amp; Communities (NC Links to Geography, History &amp; RE)</b>	To talk about own family & experiences.	How do we celebrate Christmas? Is that the same or different to how others celebrate Christmas?	To investigate different occupations and community members.	To investigate people from the past - our own family and other significant people that have had an influence on the present.	To study our immediate environment, including the school grounds. Look at maps of different scales & produce own environment map.	To explore the similarities and differences between life in this country and life in other countries.
<b>UTW: People &amp; Communities Across the Year</b>	Throughout the year, we will use carefully selected stories, poems and non-fiction texts to explore a wide range of topics that will include families; family customs and routines, different occupations, influential historical figures, different cultures and religions, texts that reinforce positive attitudes and challenge negative stereotypes. We talk daily about chronology; what is happening today / yesterday / next week / next year. In our continuous provision, we have non-fiction books available for the children to investigate their world. We encourage the children to draw simple maps of their environment or 'story maps' of well-known stories. A range of 'role play' set ups, small world toys, props and costumes are available for the children to investigate a range of occupations, celebrations, religions, families, trades, the local environment and the wider world.					
<b>RE</b>	What makes people special?	What is Christmas?	Special books incl the bible.	What is Easter?	What can we learn from stories?	What makes places special?
<b>UTW: The World (NC Links to Science &amp; Geography)</b>	To understand that the season is 'Autumn' and what this looks like.	To investigate 'Winter' and changes over time; such as freezing and melting	Looking after living creatures - Bird Watch. Looking after our environment - Dear Greenpeace.	To understand that the season is 'Spring' and what this looks like. To investigate planting & growing and changes over time.	To investigate Life Cycles, including butterflies.	To investigate seaside environments, animals that live in the water and rockpools.

<b>UTW: The World Across the Year</b>	<p>Throughout the year, we use our immediate outdoor environment to explore changes over time; the weather, the change in seasons, living creatures, birds, insects, and planting and growing. We use our local area to study changes as they occur throughout the year. We use our continuous provision to explore and observe detail using binoculars, magnifying glasses and encourage the children to talk about and record what they observe. We explore simple scientific concepts such as floating and sinking and the characteristics of liquids and solids through play and planned activities. We use our 'Welcome Time' daily to talk about the weather and seasonal changes.</p>					
<b>UTW: Technology (Links to NC Computing)</b>	<p>To complete a simple program on electronic devices. To use ICT hardware to interact with age-appropriate computer software. To create content such as a video recording, stories, and/or draw a picture on screen. To develop digital literacy skills by being able to access, understand and interact with a range of technologies. To use the internet with adult supervision to find and retrieve information of interest to them.</p>					
<b>EAD Across the Year (Links to NC DT, Art &amp; Music)</b>	<p>Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Create representations of both imaginary and real-life ideas, events, people and objects. Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Respond imaginatively to art works and objects. Introduce a storyline or narrative into their play. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>					
<b>Music</b>	Musical Instruments & How Sounds Change	Singing Christmas Songs	Instrument Families	Nursery Rhymes and Singing Games	Composing Simple Songs & Rhythms	Instrument making Summer songs
<b>School events / visitors</b>	Stay and Play Parent phonics workshop Police Firefighters	Pet's Talk Donkey Visit Nativity play Africa themed day Nativity Performance	Dental nurse Vision / hearing check	Father John	Vet Crazy creatures	Jet and Ben Police dogs Sports Day
<b>Educational Visits</b>		Seven stories		Hall Hill Farm		South Shields beach