

## Reception Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me & My Fantastic Friends	Dark Skies, Bright Lights	Amazing Changes	Let's Explore	Our Wonderful World	The Next Step
Big Questions	How are we different?	What do we celebrate?	Does everything change in the same way?	What would happen in a world without...?	Where in the world would you like to go?	What is an adventure?
Core Texts	<ul style="list-style-type: none"> <li><i>This is Our House</i></li> <li><i>We're All Wonders</i></li> <li><i>Super Duper You</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Astro Girl</i></li> <li>Non-Fiction texts</li> <li><b>Celebration books:</b> <ul style="list-style-type: none"> <li>Sparks in the sky</li> <li>Christmas story</li> <li>Hetty's Hanukkah story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>Emily Brown and The Thing</i></li> <li><i>First Book of Seasons</i></li> <li><i>Little Red Hen</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Oliver's Veg</i></li> <li><i>Yucky Worms</i></li> <li><i>Superworm</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Meerkat Mail</i></li> <li><i>Michael Recycle</i></li> <li><i>Anna Hibiscus' Song</i></li> <li><i>Poetry – Mango Fandango</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Great Explorer</i></li> <li><i>Lost and Found</i></li> <li><i>Ruby's Worry</i></li> <li><i>Don't Worry Little Crab</i></li> </ul>
Connections to previous learning	<ul style="list-style-type: none"> <li>*My Body</li> <li>*Differences in skin tone</li> <li>*Key features</li> </ul>	<ul style="list-style-type: none"> <li>*Seasonal changes</li> <li>*Festivals</li> <li>*Family &amp; cultural celebrations</li> </ul>	<ul style="list-style-type: none"> <li>*Changes (seasons)</li> <li>*Weather</li> <li>*Ourselves and Family</li> </ul>	<ul style="list-style-type: none"> <li>*Growth</li> <li>*Life cycle</li> <li>*Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>*Celebrating families &amp; cultures</li> </ul>	<ul style="list-style-type: none"> <li>*Growing</li> <li>*Moving on</li> </ul>
Key Vocabulary	Myself Friendship Family Relatives Similarity Differences	Nocturnal Solar System Galaxy Celebrations Religion Culture	Evergreen trees Changing Day of week (yesterday, today and tomorrow) Prediction Season	Underground Surface Habitat Growing	Places Continents Countries Ocean Globe Atlas Cultures Populations	Transition Explore Adventures Discover Feelings

Sentence Stems	<ul style="list-style-type: none"> <li>• <i>Good morning &amp; Good afternoon for the register</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can I go to the toilet please?</i></li> <li>• <i>He / She clarification</i></li> <li>• <i>Him / her clarification</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I / We went</i></li> <li>• <i>Please will you ...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I would like...</i></li> <li>• <i>I know that ... because.....</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To be decided depending on class needs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To be decided depending on class needs</i></li> </ul>
PSED	<ul style="list-style-type: none"> <li>*Becoming more outgoing with unfamiliar people, in the safe context of their setting</li> <li>*Increasingly follow rules</li> <li>*Similarities &amp; differences between each other and our families</li> <li>*Building friendships</li> <li>*Playing with one or more other children</li> </ul>	<ul style="list-style-type: none"> <li>*Increasingly follow rules (from Autumn 1 for first week back after half term)</li> <li>*Expressing their feelings</li> <li>*Building constructive and respectful relationships</li> <li>*Developing the ability to see themselves as a valuable individual</li> </ul>	<ul style="list-style-type: none"> <li>*Considering the feelings of others</li> <li>*Identifying and moderating their own feelings socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>*Thinking about the perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>*Managing their own needs</li> </ul>	<ul style="list-style-type: none"> <li>*Showing resilience and perseverance in the face of challenge</li> </ul>
PD	<ul style="list-style-type: none"> <li>*Continuing to develop their movement, balancing and riding.</li> <li>*Using large-muscle movements to wave flags and streamers, paint and make marks</li> <li>*Moving in different ways</li> <li>*Revising &amp; refining movement skills already acquired</li> <li>*Developing good personal hygiene</li> <li>*Dance with JK</li> </ul>	<ul style="list-style-type: none"> <li>*Using large-muscle movements to wave flags and streamers, paint and make marks (delayed start to Write Dance intervention)</li> <li>*Developing small motor skills to use a range of tools competently</li> <li>*Progressing towards a more fluent style of moving</li> <li>*Further developing the skills they need to manage the school day successfully</li> <li>*Using their core muscle strength to achieve good posture when sitting at a table or sitting on the floor</li> </ul>	<ul style="list-style-type: none"> <li>*Developing small motor skills to use a range of tools competently</li> <li>*Further developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming</li> </ul>	<ul style="list-style-type: none"> <li>*Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>*Knowing and talking about the different factors that support their overall health &amp; wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>*Developing overall body-strength, balance, co-ordination and agility</li> <li>*Developing the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	<ul style="list-style-type: none"> <li>* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>*Combining different movements with ease and fluency</li> <li>*Developing the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>

C&L	<ul style="list-style-type: none"> <li>*Understanding a question or instruction that has two parts</li> <li>*Starting a conversation with an adult or a friend and continue it for many turns</li> <li>*Focusing attention</li> <li>*Listening carefully to others</li> <li>*Modelling &amp; developing social phrases</li> <li>*Using new vocabulary through the day</li> <li>*Listening carefully to rhymes, songs, paying attention to how they sound</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding a question (big question)</li> <li>*Learning new vocabulary</li> <li>*Asking questions to find out more</li> <li>*Engaging in story times and non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>*Learning why listening is important</li> <li>*Using new vocabulary in different contexts</li> <li>*Listening to and talking about stories to build familiarity &amp; understanding</li> <li>*Retelling the story, once they have developed a deep familiarity with the text</li> </ul>	<ul style="list-style-type: none"> <li>*Articulating their ideas and thoughts in well-formed sentences</li> <li>*Using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> </ul>	<p style="color: #00AEEF;">Articulating their ideas and thoughts in well-formed sentences</p> <ul style="list-style-type: none"> <li>*Describing events in some detail</li> <li>*Learning rhymes, poems and songs</li> <li>*Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>* Describing events in some detail</li> </ul> <p>Connecting one idea or action to another using a range of connectives</p>
Literacy	<ul style="list-style-type: none"> <li>*Recognising words with the same initial sound</li> <li>*Engaging in extended conversations &amp; learning new vocabulary</li> <li>*Saying sounds for individual letters</li> <li>*Writing some letters accurately</li> <li>*Writing some or all of their name (cohort needs)</li> <li>*Differentiated phonics groups</li> <li>*Beginning to blend sounds into words</li> <li>*Beginning to form lower-case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Recognising words with the same initial sound</li> <li>*Engaging in extended conversations &amp; learning new vocabulary</li> <li>*Saying sounds for individual letters</li> <li>*Writing some letters accurately</li> <li>*Writing some or all of their name (cohort needs)</li> <li>*Differentiated phonics groups</li> <li>*Beginning to blend sounds into words</li> <li>*Beginning to form lower-case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Blending sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>*Spelling words by identifying the sounds and then writing the sounds with letter/s</li> <li>*Reading a few common exception words</li> </ul>	<ul style="list-style-type: none"> <li>*Reading some letter groups that each represent one sound and say sounds for them</li> <li>*Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>*Forming lower-case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>* Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ul> <p>Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <ul style="list-style-type: none"> <li>*Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> </ul>	<p style="color: #00AEEF;">Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reading what they have written to check that it makes sense</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<ul style="list-style-type: none"> <li>*Reciting numbers past five</li> <li>*Saying one number for each item in order</li> <li>*Knowing that the last number reached when counting a small set of objects tells you how many there are in total</li> <li>*Counting objects, actions and sounds</li> <li>*Link the number symbol with its cardinal number value</li> <li>*Selecting shapes appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Using pattern and building sets to develop spatial reasoning skills</li> <li>*Counting beyond ten</li> <li>*Showing awareness of subitising</li> <li>*Selecting, rotating &amp; manipulating shapes to develop spatial reasoning skills</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding the one more than/ one less than relationship between consecutive numbers</li> <li>*Comparing numbers</li> <li>*Comparing capacity</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring the composition of numbers to 10</li> <li>*Automatically recall number bonds for numbers 0-10</li> <li>*Composing and decompose shapes so that children recognise a shape can have other shapes within it</li> <li>*Comparing length</li> </ul>	<ul style="list-style-type: none"> <li>* Understanding the one more than/ one less than relationship between consecutive numbers</li> <li>*Comparing numbers</li> <li>Automatically recall number bonds for numbers 0-10</li> <li>*Continuing, copying and creating patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Comparing weight</li> </ul> <p>(ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UTW</p>	<ul style="list-style-type: none"> <li>*Developing positive attitudes about the differences between people; celebrating diversity in our class</li> <li>*Talking about members of their immediate family and community</li> </ul> <p><b>Inspirational people:</b> Our Families</p>	<ul style="list-style-type: none"> <li>*Comparing &amp; contrasting characters from stories, including figures from the past</li> <li>*Celebrating diversity in religion by recognising that people have different beliefs &amp; celebrate special times in different ways</li> <li>*Beginning to recognise some environments that are different to the one in which they live</li> </ul> <p><b>Inspirational person:</b> Mae Jemison</p>	<p>Celebrating diversity in religion by recognising that people have different beliefs &amp; celebrate special times</p> <ul style="list-style-type: none"> <li>*Exploring the natural world around them</li> <li>*Understanding the effect of changing seasons on the natural world around them</li> </ul> <p><b>Inspirational person:</b></p>	<ul style="list-style-type: none"> <li>* Celebrating diversity in religion by recognising that people have different beliefs &amp; celebrate special times in different ways</li> </ul> <p>Describing what they see, hear and feel whilst outside</p> <p><b>Inspirational person:</b> Greta Thunberg</p>	<p>Celebrating diversity in religion by recognising that people have different beliefs &amp; celebrate special times in different ways</p> <ul style="list-style-type: none"> <li>*Drawing information from a simple map</li> <li>*Understanding that some places are special to members of their community</li> <li>*Recognising some similarities and differences between life in this country and life in other countries</li> <li>*Recognising some environments that are different to the one in which they live</li> </ul> <p><b>Inspirational person:</b></p>	<ul style="list-style-type: none"> <li>*Commenting on images of familiar situations in the past</li> <li>*Naming and describing people who are familiar to them</li> </ul>

EAD	<ul style="list-style-type: none"> <li>*Making imaginative and complex 'small worlds' with blocks and construction kits</li> <li>*Drawing with increasing complexity and detail</li> <li>*Exploring different materials freely</li> <li>*Listening with increased attention to sounds</li> <li>*Exploring and engaging in dance</li> </ul>	<ul style="list-style-type: none"> <li>*Drawing with increasing complexity and detail (on going)</li> <li>*Exploring and engaging in dance (on going)</li> <li>*Developing storylines in their pretend play</li> <li>*Singing in a group; increasingly matching the pitch &amp; following the melody</li> <li>*Performing in a group</li> </ul>	<ul style="list-style-type: none"> <li>*Developing storylines in their pretend play</li> <li>*Exploring, using and refining a variety of artistic effects to express their ideas and feelings</li> <li>*Creating collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>* Exploring, using and refining a variety of artistic effects to express their ideas and feelings</li> <li>*Returning to and building on their previous learning, refining ideas and developing their ability to represent them</li> <li>*Exploring and engaging in music making</li> </ul>	<ul style="list-style-type: none"> <li>*Listening attentively, moving to and talking about music, expressing their feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>*Watching and talking about dance and performance art, expressing their feelings and responses</li> </ul>
Forest school	Getting familiar with the rules	Exploring seasonal changes	Collecting and creating with a variety of sticks	Mini-beasts	Transient art	Camp fire and story telling