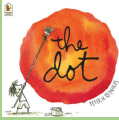
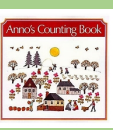
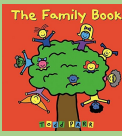
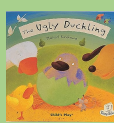
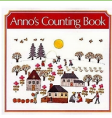
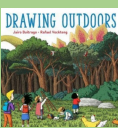
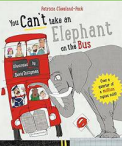




Reception Curriculum Overview

Reception

Literacy texts	Autumn 1- Super Duper You	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	  	  	   	   	  	  
Curriculum texts including maths	    	      	             	      	      	        

Literacy and communication and Language	Super Duper You Final outcome: - Verbally share their favourite things with the class - To write labels using known phonics. Ruby’s Worry Final outcome: Contribute to a whole class letter to ruby - Draw what makes them happy - Label the picture Meesha makes friends Final outcome: Character description - Labels using known phonics Helicopter stories(orally telling stories and acting then out) - To use new and known vocabulary - To use descriptive language - To use full sentences - To develop imaginative talk	Sentence composition - Be able to create and structure sentences orally. - Understand that words can be written in a sentence. - To begin to write simple sentences Leaf man Final outcome: - To write simple captions about where the leaf creature went. Please Mr Magic fish: Final outcome: - Orally describe the Magic fish - Write a ‘can I...’ question to the magic fish Naughty bus Final outcome: - Write where your bus went ‘The bus went...’	Handa's Surprise Final outcome: - Orally retell the story using time connectives - Innovate a story into a story map. with captions/simple sentences.. Astro Girl Final outcome: - To write a simple recount of an event –what was seen in space. The 3 Billy Goats Gruff Final outcome: - To begin to write simple innovative sentences for a story. (changing animal) - Poetry Final outcome: - To contribute to a whole class poem	Yucky worms Final outcome - to create an information poster - text and images The Odd Egg Final outcome: - To create a poster for a purpose (lost/ Found) Olivers Vegetables Final outcome To write a sentence about what their favorite vegetable is. Non-fiction books about Ducks/ 10 things I can do to save the planet - I know information can come from books - I know some features of a non-fiction book - To label an image using known information	Bedtime for monsters Final outcome: - Descriptive monster sentences - Posters/ Signs for finding out who it might be. Jack and the beanstalk Final outcome - to innovate the story by changing the main character. - writing simple sentences Anna Hibiscus Song: Helicopter stories(orally telling stories and acting then out) - To use new and known vocabulary - To use descriptive language - To use full sentences - To develop imaginative talk	Super tato – linked to potato planting (UW) final outcome - To write a simple sentence with independence using phonics knowledge and red words. - character description - event in the story - To create posters for a purpose Poetry The queens hat: To write about where their hat traveled to Helicopter stories(orally telling stories and acting then out) - To use new and known vocabulary - To use descriptive language - To use full sentences - To develop imaginative talk
Phonics and Reading Practice	Little Wandle Phase 2 Graphemes and tricky words (see Little wandle progression)	Little Wandle Phase 2 Graphemes and tricky words (see Little wandle progression)	Little Wandle Phase 3 graphemes and tricky words (see Little wandle progression)	Little Wandle Phase 3 graphemes review , longer words and tricky word review (see Little wandle progression)	Little Wandle Phase 4 and tricky words (see Little wandle progression)	Little Wandle Phase 4 and tricky words review (see Little wandle progression)
Maths - White Rose Maths - Number - Number pattern	Match, sort and compare - Match objects - Match picture and objects - Identify sets - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts Talk about measure and patterns - Compare Size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns It’s Me 1,2,3! - Find 1, 2, and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 1 more 1 less - Composition of 1, 2 and 3	Circles and triangles - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position 1,2,3,4,5 - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1-5 Shapes with 4 sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night	Alive in 5 - Introduce zero - Find 0 to 5 - Subitise 0-5 - Represent 0-5 1 more 1 less - Composition - Conceptual subitising to 5 Mass and Capacity - Compare mass - Find a balance - Explore capacity - Compare capacity Growing 6,7,8 - Find 6, 7 and 8 - Represent 6,7 and 8 1 more 1 less - Composition of 6,7 and 8 - Make pairs - odd and even - Double to 8 (find a double) - Doub;es to 8 (make a double) - Combine 2 groups - Conceptual subitising Length, height and time - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time	Building 9 and 10 - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 1 more 1 less - Composition to 10 - Bonds to 10 (2 parts) - Make arrangements of 10 - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (make a double) - Explore even and odd Explore 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	To 20 and Beyond - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns How many now? - Add more - How many did I add? - Take away - How many did i take away? Manipulate, compose and decompose - Select shapes for a suppose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D shape pictures - Find 2D shapes withing 3D shapes	Sharing and grouping - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles Visualise,build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scene and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and pans from story situations Make connections - Deepen understanding - Patterns and relationships
PSED (Jigsaw)	Being me in my world- Who....Me? How it feels to belong - Classroom organisation - Where are the different areas and resources within reception? Being me in my world - How am I feeling today? Zones of regulation To begin to recognise and manage their feelings	Celebrating differences - what am I good at? - Identifying something that I am good at and understanding everyone is good at different things. Celebrating differences - I’m special, I’m me! - I understand that being different makes us all special Autism awareness	Dreams and goals - Challenge - I understand that if I persevere I can tackle challenges Dreams and goals - never giving up - I can talk about a time I didn't give up until I achieved my goal - Dreams and goals - setting a goal - I can set a goal and work towards it.	Healthy me - Everybody's body - To understand that I need exercise to keep my body healthy - introducing the daily mile Healthy me - we like to move it. Move it! - To understand how moving and resting are good for my body Healthy me - Food glorious food - To know which foods are healthy	Relationships - My family and me! - I know some of the jobs I do in my family and how I feel like I belong Relationships - Make friends, make friends, never ever break friends - To know how to make friends to stop myself feeling lonely Relationships - Make friends, make friends, never ever break friends	Changing Me - My body To be able to name parts of the body - Head (eyes, nose, mouth, ears, face), Shoulders, Arms, fingers, stomach, back, hips, legs, knees, feet, toes, vulva, penis. Changing Me - respecting my body - To know things I can do and foods I can eat to be healthy Changing Me - growing up

	Being me in my world- being at school and gentle hands - Sharing and turn taking Being me in my world - our rights - What are rights and how this allows me to learn and play - To talk about what they would like to play and learn about. Being me in my world - our responsibilities- Class charter To understanding that we are part of a class To understand what being responsible means	Celebrating differences -families - I know we are all different but the same in some ways - Celebrating differences - homes - I can tell why I think my home is special to me Celebrating differences - Making friends - I can tell how to be a kind friend Celebrating differences - Standing up for yourself - I know which words to use to stand up for myself when someone says or does something unkind.	Dreams and goals- Obstacles and support - I can use kind words to encourage people Dreams and goals- flight to the Future - To understand the link between what I learn now and the jobs I might like to do when I am older. Dreams and goals - Footprint awards - I know how to say how I feel when I achieve a goal and know what it means to feel proud.	and can make healthy eating choices. - Healthy Me Teeth To know which foods/ drinks are healthy and not so healthy and can make healthy eating choices. - To know how to look after my teeth Healthy me - sweet dreams - To know how to help myself go to sleep and understand why sleep is good for me Healthy me - Keeping clean - I know how to wash my hands thoroughly and understand why it is important, especially before I eat and after I go to the toilet. Healthy me - Safe adults - To know who my safe adults are and how to stay safe if they are not close to me.	- To know ways to solve problems and stay friends Relationships - falling out and Bullying - To begin to understand the impact of unkind words Relationships - falling out and Bullying - To know how to have calm time to manage my feelings Relationships - being the best friend we can be - To know how to be a good friend	- To understand that we all grow from babies to adults Changing Me - fun and fears - To know how to express how I feel about moving to year 1 Changing Me - fun and fears - To know how to talk about my worries and/or the things I am looking forward to about being in year 1 Changing Me - celebration - To be able to share my memories of the best bigs of my year in reception
Understanding the world Links Geography (NC) <u>Big Ideas</u> 1. Knowing about simple maps. Mapping routes, spaces and places known to them. 2. Knowing the key physical and human features of our school and the community we live in including the city of London. 3. Knowing that our environment, community and world are diverse and different from each other	What is a simple Map? Mapping out their school	Big idea Knowing about simple maps. Mapping routes, spaces and places known to them. What is a simple Map? Focus on using journey knowledge to map a journey they take.	Big Idea Knowing that our environment, community and world are diverse and different from each other Are all environments the same? Recognise some environments are different from the one in which they live.			Big Idea Knowing the key physical and human features of our school and the community we live in including the city of London. What are the physical and human features of our community Focus on identifying key buildings and structures, natural features of our community landscape.
Understanding the world Links to History (NC) <u>Big Ideas</u> 1. Know we have a family history of significant events 2. To know we can use objects and photos to see change over time 3. To know that there are and have been significant people who contribute to society and the world	Chronological Understanding When do things happen? To understand, follow, use and talk about the daily routine		Big Idea To know that there are and have been significant people who contribute to society and the world Significant Individuals Who are the important people in our community? 1. To know the impact of a significant individual on society and the world. - Mae Jamison 2. To identify who I can ask for help To explain why certain people in our society are important Fire fighter (Fire station visit) police officers (visitor)doctors, nurses		Big idea Know we have a family history of significant events Own Life story and family history What has happened in my family? - Significant events (comparison) - Timeline	Big Idea To know we can use objects and photos to see change over time How have I changed over time? (linked to PSED) Past and present events linked to home and school life Key achievements since starting Reception
Understanding the world Links to Science (NC) <u>Big Ideas</u> 1. To know that there are many different kinds of animals and plants, they are all living things that grow and need care. 2. To understand important processes and changes in the natural world. 3. To actively engage in scientific enquiry.	Seasonal changes To understand the effects of changing seasons on the world around them	Big Ideas To understand important processes and changes in the natural world. Seasonal changes To understand the effects of changing seasons on the world around them Compare and contract the different seasons (trees, weather, clothing, growing and activities)	Big Idea To know that there are many different kinds of animals and plants, they are all living things that grow and need care. Animals, including humans To begin to describe the features of the animals, including animals that are nocturnal and those that hibernate. Seasonal changes To understand the effects of changing seasons on the world around them	Big Idea To know that there are many different kinds of animals and plants, they are all living things that grow and need care. To actively engage in scientific enquiry. Animals, including humans To notice and discuss stages of life cycles (duck) To compare life cycles  Big Idea To know that there are many different kinds of animals and plants, they are all living things that grow and need care. Plants	Big Idea To know that there are many different kinds of animals and plants, they are all living things that grow and need care. Animals, including humans To identify a range of animals including those living in different habitats. Seasonal changes To understand the effects of changing seasons on the world around them	Seasonal changes To understand the effects of changing seasons on the world around them

				Comment about what growing things can be seen in the environment Plant and Compare different plants (edible and non edible) - Bulbs, seeds and features Seasonal changes To understand the effects of changing seasons on the world around them		
Understanding the world Links to computing (Online safety) <u>Big Ideas</u> - To understand how technology can help us. - To begin to programme simple programmable toys. - To begin to understand how to keep ourselves safe.	To recognise that a range of technology is used in places such as homes and schools and to understand what it's used for.	To select and use technology for a particular purpose. (photos/videos of signs of Autumn) To interact purposefully with age-appropriate technology (Beebot on maps)		To know the functions of certain technology and why we use them.	To interact purposefully with age-appropriate technology (Creating own stories on app)	To show an understanding of some ways to stay safe online. (safe search engines) To interact purposefully with age-appropriate technology.
Expressive arts and design Links to Art (NC) <u>Big Ideas</u> - To know that colours can be chosen and made to represent what is seen or for effect. - To use a range of natural materials to create structures. - To know that we can represent what we can see, imagine and feel through drawing.	Big Idea To know that colours can be chosen and made to represent what is seen or for effect. Select and prepare resources using prior knowledge to achieve a desired colour and texture. Inspiration - Wassily kandinsky Big idea To know that we can represent what we can see, imagine and feel through drawing. To represent self, others, events and places with increasing detail added - Family drawing	Big idea To use a range of natural materials to create structures. To combine mediums using different techniques and tools to represent a familiar object and represent the feel of an object (spiky, furry, smooth). - Clay To use and combine natural resources to create a desired outcome -linked to leaf man Inspiration - Richard shilling		Big Idea To know that colours can be chosen and made to represent what is seen or for effect. To select and prepare resources including mixing paint, using prior knowledge to achieve a desired colour and texture - Powder paint		Big Idea To know that we can represent what we can see, imagine and feel through drawing. Understand that they can draw through observation with increasing accuracy and care - Observational drawing (outdoors)
Expressive arts and design Links to Design and technology (NC) <u>Big Ideas</u> - To know that structures can be constructed with a variety of materials. - To understand that materials can be joined together in a variety of ways (in PD/PSED)	Big idea To understand that materials can be joined together in a variety of ways To build knowledge of joining materials introducing split pins, staples and string.				Big idea To understand that materials can be joined together in a variety of ways Introduction of woodworking To create more complex structures showing and understanding of pattern shape and balance To know that nails can be used to join two materials together To communicate and evaluate their own and others creations using linked vocabulary To Communicate about what makes activities safe or unsafe (Hygiene or when using tools)	
Expressive arts and design Links to Music (NC)	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Celebration Music Learning about the music from cultural and religious celebrations- Diwali, Hanukkah, Kwanzaa and Christmas.	Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical Stories Using traditional tales and songs, children learn that music and instruments can be used to convey moods or represent characters.	Transport Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Physical development - Gross motor - Fine motor (links within the curriculum)	Introduction to PE	Dance	Gymnastics	Fundamentals	Ball Skills	Games Sports day
Physical Development Links to Design and technology (NC) <u>Big Ideas</u> To understand how we prepare and make healthy food.		To use a variety of food preparation techniques with support to create healthy food. - Healthy breakfast To follow a simple recipe to create a final product - involving heating	To use a variety of food preparation techniques with support to create healthy food. - Chopping - bridge method - Fruit salad (link with Handa's surprise)	To use a variety of food preparation techniques with support to create healthy food. - Grating - Peel - Chopping - bridge method To follow a simple recipe to create a final product - involving heating		

Handwriting	Practicing Patterns - Horizontal Lines, vertical lines, wavy lines, circles - Up curves, Down curves, Mixed-height curves, Letter C - Spirals, Crosses,Turrets, Diagonals - Zig-Zag,Sideways, VLetter X Triangles	Teach the lower-case letters (in families) Letter Families - Ladder Letters (l, i, t, j, u, y) - Curly Letters (c, a, d, g, o, q, e, s, f) - Bouncy Letters (m, n, r, b, p, h) - Zig-zag Letters (v, w, x, z, k)	Teach capital letter formation (reviewing lower case, alongside capitals) Capital Letters - Cc, Aa, Dd - Gg, Oo, Qq - Ee, Ss, Ff - Ll, Ii, Tt - Jj, Uu, Yy	Teach capital letter formation (reviewing lower case, alongside capitals) Capital Letters - Mm, Nn, Rr - Bb, Pp, Hh - Vv, Ww, Xx - Zz, Kk	Practise in digraphs, trigraphs and words Digraphs and Trigraphs - ff, ll, ss - zz, ck, qu - ch, sh, th - ng, nk, ai - ee, igh, oa	Practise in digraphs, trigraphs and words Digraphs and Trigraphs - oo, ar, or - ur, ow, oi - ear, air, er
Trips and experiences	Diwali - story from someone who celebrities Diwali	School exploration - different spaces and places Victoria Park walk - Seasons Visit from church leader (linked to Christmas) -	Fire station visit - What they do to help us Shop - fruit and vegetable shop - small groups	Idea store - linked to world book day Incredible Eggs - Duckling eggs	Farm Visit Dentist - in school visit (oral hygiene) Police officer visit - focus on safety online	Victoria park - season comparison London Eye