







## Curriculum Overview

### Year Group Reception

	Term 1		Term 2		Term 3	
<b>School Values</b>	<b>BELONGING</b> 	<b>FRIENDSHIP</b> 	<b>RESPECT</b> 	<b>FORGIVENESS</b> 	<b>PERSEVERANCE</b> 	<b>COURAGE</b> 
<b>Topic Title</b>	<b>Me and My World</b>	<b>Celebrations</b>	<b>Travel and Transport</b>	<b>Imaginary Worlds Julia Donaldson</b>	<b>In the Garden</b>	<b>Under the Sea</b>
<b>Trips in the local area</b>	Harvest - Visit to Church Autumn Walk	Visit from firefighters	Road Safety visit PCSO	Snowdome Julia Donaldson Day	Botanical Gardens	
<b>Traditional Tales Link</b>	Goldilocks and Three Bears	The Elves and the Shoemaker	Little Red Riding Hood	The Gingerbread Man	Jack and the Beanstalk	The Ugly Duckling
<b>Focus Text and Key Learning Question</b>	WK1-2 Starting School - Janet and Allen Ahlberg  What would you like to do in your new classroom? In my new classroom I like to...	WK1-2 Let's Celebrate 5 Days of Diwali - Maya Neels & Anjanta Chakraborty  How do people celebrate Diwali? People celebrate Diwali by...  Information PowerPoint Bonfire Night  How are we stay safe at Bonfire celebrations? We can stay safe by...	WK1-2 Emma Jane's Aeroplane - Katie Haworth  Where in the world would you go on an aeroplane? I would fly to...  Link to Chinese New Year	WK1-2 The Gruffalo - Julia Donaldson  Can you describe the deep dark wood? In the deep dark wood I can see...	WK1-2 Jasper's Beanstalk - Nick Butterworth  What does a seed need to grow? A seed needs....to grow.	WK1-2 The Big Book of Blue  What lives under the sea? A... lives under the sea. - Yuvel Zommer
	WK3-4 Super Duper You - Sophie Henny  What are you good at? I am good at...	WK3-4 I am Thankful - Sheri Wall  What are you thankful for? I am thankful for...	WK3-4 The Runaway Train - Benedict Blathwayt  Which mode of transport would you use to catch the train? I would go on a ... to catch the train.	WK3-4 Room on the Broom - Julia Donaldson  What would you put in your magic potion? I would put ... in my magic potion.	WK3-4 The Tiny Seed - Eric Carle  Can you name 4 parts of a plant? Four parts of a plant are...	WK3-4 Rainbow Fish - Marcus Pfister  How do you think the Rainbow Fish is feeling at the start of the story?

						How do you think the Rainbow Fish is feeling at the end of the story?  I think the Rainbow Fish is feeling...
	<p>WK5-6 The Colour Monster - Anna Llenas</p> <p>How are you feeling? I am feeling...</p>	<p>WK5-7 The First Christmas - Maria Birchwood</p> <p>Why are Advent and Christmas so important to Christians? Advent and Christmas are important because...</p>	<p>WK5 My First Book of Transport - Collins</p> <p>What is your favourite mode of transport? My favourite mode of transport is a... because...</p>	<p>WK5 Paper Dolls - Julia Donaldson</p> <p>What do you imagine your own paper dolls would look like? My paper dolls would look like...</p>	<p>WK5-7 The Very Hungry Caterpillar - Eric Carle</p> <p>What are the stages of a butterfly life cycle? The stage of a butterfly life cycle are...</p>	<p>WK5-6 The Odd Fish - Naomi Jones</p> <p>How can we help reduce sea pollution? We can reduce sea pollution by...</p>
	<p>WK7-8 Only One You - Linda Kranz</p> <p>What choices do you make? I choose to...</p>					<p>WK-7 Tiddler - Julia Donaldson</p> <p>What are you looking forward to in Year 1?  When I go to Year 1 I am looking forward to...</p>
<b>Book Links</b>	<p>Only One You - Linda Kranz Super Duper You - Sophy Henn The Colour Monster - Anna Llenas Can I Build another me? - Shinsuke Yoshitake The World Made a Rainbow - Charlotte Guillain Your Fantastic Elastic Brain - JoAnn Deak One Day, So Many Ways - Laura Hall</p>	<p>The Jolly Christmas Postman - Janet and Allan Ahlberg Stick Man - Julia Donaldson Thankful - Eileen Spinelli</p>	<p>The Train Ride - June Crebbin The Great Balloon Hullabaloo - Peter Bently and Mei Matsuoka Big Dreams Little People (Amelia Earhardt) - Maria Isabel Sanchez Vegara A World of Festivals - Chinese New Year Festivals and Food China The Legend of the Chinese Zodiac - Susan Whitfield &amp; Philippa-Alys Browne</p>	<p>Julia Donaldson Texts: The Gruffalo's Child The Magic Paintbrush Zog Spinderella The Highway Rat</p>	<p>The Extraordinary Gardener - Sam Boughton The Tiny Seed - Eric Carle Oliver's Vegetables - Vivian French Tadpole's Promise - Jeanne Willis Growing Frogs - Vivian French Eric Carle stories Jasper's Beanstalk - nick Butterworth Superworm - Julia Donaldson Monkey Puzzle - Julia Donaldson</p>	<p>The Snail and the Whale - Julia Donaldson Sharing a Shell - Julia Donaldson Tiddler - Julia Donaldson Little Blue, Big Blue - Malachy Doyle Commotion in the Ocean - Giles Andreae</p>

<p><b>Communication and Language</b></p>	<p>Develop Confidence in speaking to adults / peer 1-2-1          Learning how to listen carefully          Rhythm and Rhyme -listening carefully to rhymes and songs,          Learning how to ask questions to express thoughts and feelings          Developing social phrases          Developing well formed sentences to express thoughts and feelings          Using identified new vocabulary in different contexts</p>	<p>Develop confidence in speaking to groups          Listen attentively and respond with relevant questions / comments          Rhythm and Rhyme -Listen to and join in with rhymes / poems / songs          Investigating non- fiction books, using how and why questions          Using questions and talk to help work out problems          Using sentences when to express thoughts and feelings          Retelling stories          Using identified new vocabulary in different contexts</p>	<p>Develop confidence in speaking to whole class / larger groups          Listen attentively and respond with back and forth conversations          Rhythm and Rhyme - Select favourite rhymes / poems / songs and explain why they chose it          Listening to and talking about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.          Investigating non- fiction books, using how and why questions          Using questioning and talk skills to organise thinking and explain how things work          Extending sentences when speaking using conjunctions and varying tenses (present , past and future)          Retelling stories          Using identified new vocabulary accurately in different contexts</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Follow one step instructions          Understand own feeling and express these (Colour Monster)          Learning rules and routines and following them with adult support          Develop confidence when trying new activities          Begin to manage own personal hygiene and healthy food choices          Work and play co-operatively with others          Form positive attachments with adults  <b>Jigsaw</b> - Being Me in My World and Celebrating Differences</p>	<p>Follow two step instructions          Understand others' feelings and emotions          Follow rules and routines independently          Develop independence when trying new activities          Independently manage own personal hygiene and healthy food choices          Work and play co-operatively with others  <b>Jigsaw</b> - Dreams and Goals and Healthy Me</p>	<p>Follow multi-step instructions          Understand own and others' feelings and regulate their behaviour and actions accordingly          Adapting behaviour in-line with rules and routines to control their immediate impulses          Show resilience and perseverance when trying new activities and facing new challenges          Understand the importance of own personal hygiene and healthy food choices          Show sensitivity to their own and others' needs  <b>Jigsaw</b> - Relationships and Changing Me</p>
<p><b>Physical Development</b></p>	<p><b>Gross Motor Skills</b>          Develop spatial awareness          Develop core strength          Move energetically</p> <p><b>Fine Motor Skills</b>          Show preference for dominant hand          Teach tripod grip          Begin to use a range of small tools</p>	<p><b>Gross Motor Skills</b>          Negotiating space and objects safely          Further develop core strength and balance          Move in different ways e.g. running / jumping / hopping</p> <p><b>Fine Motor Skills</b>          Develop independence and strength when using tripod grip with physical adaptations where required          Develop independent use of a range of small tools</p>	<p><b>Gross Motor Skills</b>          Developing spatial awareness and negotiating space and obstacles safely with consideration for themselves and others          Demonstrate strength, balance and co-ordination          Move with control and co-ordination in different ways</p> <p><b>Fine Motor Skills</b>          Begin to show accuracy and care when drawing and writing          Confidently and accurately use a range of small tools</p>

<b>Literacy</b>	<p><b>Reading</b>  Encouraging a love of books.  Book handling skills  Re-reading favourite books to build confidence  Phonics -individual letter sounds  Common exception words and simple sentences (Phase 2 words)  Talk about favourite part of a story using recently introduced vocabulary  Re-enacting and reinventing favourite parts of a story</p>	<p><b>Reading</b>  Encouraging a love of books, identifying favourite texts  Phonics -individual letter sounds, digraphs and sound blending, (CVC words)  Common exception words and simple sentences (Phase 3 words)  Retelling stories using own words and recently introduced vocabulary  Using and understanding recently introduced vocabulary</p>	<p><b>Reading</b>  Encouraging a love of reading, drawing on a range of different text formats  Phonics -individual letter sounds, digraphs, trigraphs and sound blending, (CVCC and CCVC words and Phase 3 / 4 words)  Common exception words and simple sentences  Anticipating and predicting key events in stories  Using and understanding recently introduced vocabulary  Describing story settings, events and characters in increasing detail</p>
	<p><b>Writing</b>  Modelling writing  Mark making  Beginning to write recognisable letters  Introducing lower case and capital letters  Representing simple words with initial and final sounds</p>	<p><b>Writing</b>  Writing simple words and phrases  Writing recognisable letters  Re-reading own writing  Spelling simple words with phonetically plausible attempts</p>	<p><b>Writing</b>  Writing simple sentences with punctuations  Writing with correct letter formation  Re-reading own writing  Spelling simple words accurately using individual letters, digraphs and trigraphs taught</p>

<b>Maths: Number</b>	<p>NCETM</p> <p>Subitising within 3</p> <p>Identifying sub groups in larger arrangements</p> <p>Creating patterns for numbers within 4</p> <p>Using their fingers to represent quantities</p> <p>Relay counting sequence to cardinality</p> <p>Developing knowledge of counting sequence</p> <p>Develop 1:1 correspondence</p> <p>Counting accurately objects, actions &amp; sounds</p> <p>Begin to recognise numerals</p> <p>Using comparison language (more than/fewer than)</p>	<p>NCETM</p> <p>Subitising within 5</p> <p>Identifying sub groups in larger arrangements</p> <p>Begin to explore wholes &amp; parts</p> <p>Composition of numbers within 5</p> <p>Comparing sets by matching and looking for equal amounts</p>	<p>NCETM</p> <p>Explore patterns within 5 and greater than 5</p> <p>Explore one more</p> <p>Verbal counting to 20 and beyond</p> <p>Use fingers to represent quantities between 5 and 10</p> <p>Linking cardinal and ordinal representations</p> <p>Explore composition of 5 and 6</p> <p>Using comparison language (more than/fewer than and equal)</p>	<p>NCETM</p> <p>Exploring symmetrical patterns linking this to doubles</p> <p>Become more familiar with the counting pattern beyond 20</p> <p>Composition of odd and even numbers</p> <p>Explore the composition of numbers within 10</p>	<p>NCETM</p> <p>Practice familiar subitising arrangements</p> <p>Subitise structured and unstructured patterns</p> <p>Identify when it is appropriate to count and when groups can be subitised</p> <p>Verbal counting to 20 and beyond inc. starting from different numbers</p> <p>Develop confidence and accuracy in both verbal and object counting</p> <p>Ordering sets of objects</p>	<p>NCETM</p> <p>Same as Summer 1 - consolidation</p>
<b>Maths: Numerical Patterns</b>	<p>White Rose</p> <p>Compare Size, Mass &amp; Capacity</p> <p>Exploring pattern</p> <p>Circles &amp; Triangles</p>	<p>White Rose</p> <p>Positional language</p> <p>Shapes with four sides</p> <p>Time</p>	<p>White Rose</p> <p>Compare Mass</p> <p>Compare capacity</p> <p>Length &amp; Height</p>	<p>White Rose</p> <p>Time</p> <p>3D Shapes</p> <p>Spatial awareness patterns</p>	<p>White Rose</p> <p>Spatial reasoning</p> <p>Match, rotate &amp; manipulate</p> <p>Compose &amp; Decompose</p>	<p>White Rose</p> <p>Visualising and Build</p> <p>Spatial reasoning</p> <p>Mapping</p> <p>Deepening understanding of patterns</p>
<b>Understanding the World</b>	<p><b>Past and Present</b></p> <p>Talk about the lives of people around them, in their immediate family</p> <p>Understand differences between what they do as a baby and what they can do now</p>		<p><b>Past and Present</b></p> <p>Talk about people in their community</p> <p>Identify similarities and differences between types of transport in the past and now</p>		<p><b>Past and Present</b></p> <p>Talk about people in their community and their role within society</p> <p><i>Another strand to be added</i></p>	
	<p><b>People, Culture and Communities</b></p> <p>Getting to know their immediate environment (class and school)</p> <p>Learning about different beliefs and celebrations (Harvest Festival, Bonfire Night, Diwali, Christmas)</p>		<p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment</p> <p>Compare the different celebrations and traditions (Chinese New Year, Shrove Tuesday, Mother's Day, Easter)</p>		<p><b>People, Culture and Communities</b></p> <p>Explore the similarities and differences between our school and the Kadawa Village School, Kenya</p>	
	<p><b>Natural World</b></p> <p>Explore the natural world around them, making observations</p>		<p><b>Natural World</b></p> <p>Understand some changes in the world around them such as seasons</p>		<p><b>Natural World</b></p> <p>Identify similarities and differences between the world around them and contrasting environments</p>	
<b>Expressive Arts and Design</b>	<p><b>Creating with Materials</b></p> <p>Begin to explore a variety of materials and tools</p> <p>With guidance think of ideas to create pictures / models etc</p>		<p><b>Creating with Materials</b></p> <p>Develop the use of tools safely</p> <p>Think of an idea to create pictures / models etc</p>		<p><b>Creating with Materials</b></p> <p>Independently use a range of materials and tools safely with increasing control</p> <p>Explain the process they have used to create pictures / models etc</p>	

	<b>Being Imaginative and Expressive</b> Join in with songs / rhymes / poems and stories	<b>Being Imaginative and Expressive</b> Learn and recall songs / rhymes / poems / stories	<b>Being Imaginative and Expressive</b> Invent / adapt and perform songs / rhymes / poems / stories
RE	A Wet and Windy Harvest for Puddles Puddles and the Christmas Play - Parties  <i>Further strands to be added that link with People, Culture and Communities above</i>	A Wedding Day Wish for Puddles Puddle and the Happy Easter Day  <i>Further strands to be added that link with People, Culture and Communities above</i>	The Tiny Ants (Islam) Puddles Lends a Paw  <i>Further strands to be added that link with People, Culture and Communities above</i>