

Reception Curriculum Overview 2024-25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Ideas	Me, Myself and I	Celebrations	Winter	Growing	People who help us Space	Traditional Tales Minibeasts
Special Events	Harvest	Christmas Extravaganza Day Christmas Performance Father Christmas visit	Chinese New Year	World Book Day Science Week Mother's Day Farm trip Ducks/chicks	Visit from police officers, doctors & fire brigade	Father's Day Class photos Sports Day
Personal, Social and Emotional Development RSE • Kapow	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Communication and Language	Opportunities each week to listen and speak one-to-one, in small groups, as a class and in a larger group (YR assemblies). Daily stories to promote active listening, widen vocabulary, secure an understanding of how stories are structured and develop a love of reading. Access to high quality fiction and non-fiction texts, to support topic-based learning. Half termly Show and Tell sessions to enable children to talk about their interests and listen to and question their peers.					
Physical Development	PE Unit – Following instructions (coordination and static balance) Dough Disco	PE unit – Play with others (dynamic balance to agility & static balance) Dough Disco	PE unit – Follow rules (dynamic balance & static balance) Fine motor control Boot camp	PE unit – Observe and copy (coordination and counter balance) Fine motor Boot camp	PE unit- Move in different ways (coordination and agility) Fine motor Boot camp	PE Unit – Exercise and good health (agility & static balance) Fine motor Boot camp
Literacy	Little Wandle Phase 2 Using initial sounds, name writing, I am..., letter formation. Reading stimuli: We are all Welcome Colour Monster The Family book	Little Wandle Phase 2 Using initial sounds and more, name writing, labels, cards, letter formation. Reading stimuli: Percy the park keeper – After the storm Don't hog the Hedge Kipper's Birthday Scarecrows wedding	Little Wandle Phase 3 cvc blending, news writing, predicting (I think the ... will win), labels, letter formation. Reading stimuli: Lost and Found Elmer in the Snow Polar Bear and the snow cloud	Little Wandle Phase 3 Think bubbles, plans, Pobble basic sentence structure (intro), using tricky words and phonics learnt, letter formation. Reading stimuli: Jack and the Beanstalk Little Red Hen What the Ladybird Heard Farmer Duck	Little Wandle Phase 4 Pobble basic sentence structure, lists, labels and captions, letter formation, capital letters, full stops and spaces. Reading stimuli: Whatever Next How to catch a star The way back home The firefighters A visit to the doctor A superhero like you.	Little Wandle Phase 4 Pobble basic sentence structure, recount of Wisley trip, speech bubbles, riddles, letter formation, capital letters, full stops and spaces Reading stimuli: Three Little Pigs Gingerbread man Goldilocks and the three bears Little red riding hood.

Mathematics (new WRM scheme for Reception 23-24.	RBA Getting to know you. Match, sort and compare. Talk about measure and patterns.	It's Me 1, 2, 3 Circles and triangles. 1,2,3,4,5 Shapes with 4 sides.	Alive in 5! Mass and capacity. Growing 6,7,8 Length, height, and time.	Building 9, 10 Exploring 9 and 10	To 20 and beyond. How many now? Manipulate, compose. and decompose. Sharing and grouping.	Sharing and grouping. Visualise, group and map. Make connections.
Understanding the World Past and Present The Natural World People, Culture & Communities Computing: Online Safety	New Beginnings, special times with my family Talk about seasonal features, talk about members of their family, name and describe people who are familiar to them, Harvest, place knowledge (immediate environment), simple maps of immediate environment. Self-image and identity; recognise they can say 'no, please stop', or 'I'll tell' to somebody who makes them feel uncomfortable. Online Reputation: identify ways that information can be put on the internet. Online Relationships: give examples of how they might use technology to communicate with people they know.	Bonfire Night and Remembrance Day (comment on pictures, stories and accounts from the past), Using senses to explore the natural world around them, recognise that some environments are different to the one we live in, understand the effect of the changing seasons on the world around them Family customs and routines, Diwali, Christmas, place knowledge (local area), know that there are different types of families. Online Bullying: describe ways that some people can be unkind online. Offer examples of how this can make others feel. Managing Online Information: talk about how to use the internet as a way of finding information online.	Changes over time – letters and emails, talk about people around them and their roles in society, simple maps based on imaginary story settings, Chinese New Year, place knowledge of the arctic. seasonal features, changes of state, oral hygiene. Online Relationships: recognise some ways in which the internet can be used to communicate. Privacy and Security: describe who could be trustworthy to share information with. Explain why they are trusted.	Basic chronology, compare and contrast changes over time significant figure, making sandwiches, celebrating Easter, name places of worship, map making, Seasonal features – new life. Chick and human life cycle. Changes over time from babies to adults. Copyright and Ownership: know that work they create belongs to them. Name their work so that others know it belongs to them.	Basic chronology, compare and contrast changes over time using photographic sources, learning about Eid (talk about practices from different cultures, visits from the local community and understanding where to go to get help, how these important people help us. Working scientifically: observe changes over time, identify and classify, perform simple tests, record observations in ways that are meaningful. Privacy and Security: identify some simple examples of their personal information. Managing Online Information: identify devices they could use to access information on the internet.	Understand the past and think about the future through events (when welcoming the new reception intake), simple maps based on imaginary story settings eg Gingerbread man. Minibeast hunting and bug hotels, observing caterpillar life cycle, habitats. Working scientifically: observing changes over time, identifying and classifying, asking simple questions, recording observations in ways that are meaningful. Self-image and identity; recognise they can say 'no, please stop', or 'I'll tell' to somebody who makes them feel uncomfortable. Health, Wellbeing and Lifestyle: identify rules that can help them keep safe and healthy when using technology and give some examples. Privacy and Security: identify some simple examples of their personal information.
Expressive Arts and Design Creating with materials Being Imaginative and Expressive	Self-portraits, colour mixing with primary colours, singing nursery rhymes, moving to music, Harvest/Autumn songs with actions, role play home corner and school	Colour mixing with primary colours and black and white, Christmas cards (printing), listening to a choir, Christmas performance, role play shop and post office	Paper sculpture, painting station, making props for stories and small world scenes, learning dances from Chile, singing, role play fire station and police station	Cooking, collage, making cards, wax resist, box modelling rockets, drawing plants and animals, Spring songs, role play space station	Box modelling, watercolor paintings, printing patterns, making fruit kebabs, oil pastels, collage, role play garden centre and baby clinic	Art in the style of Kandinsky and Matisse, collage and models - explaining how they were made, summer songs, role play café and ice cream shop

Music	Kapow Exploring sound	Kapow Celebration music	Kapow Music and movement	Kapow Musical stories	Kapow Transport	Kapow Big band
-------	--------------------------	----------------------------	-----------------------------	--------------------------	--------------------	-------------------