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| **Reception Curriculum Overview 2023-2024** |
| 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** | **Traditonal Tales****Minibeasts** |
| Special Events | Harvest  | Christmas Extravaganza DayChristmas PerformanceFather Christmas visit | Chinese New Year  | World Book DayScience WeekMother’s DayFarm tripDucks/chicks | Visit from police officers, doctors & fire brigade | Father’s Day Class photosSports Day  |
| Personal, Social and Emotional DevelopmentRSE* Kapow
 | Self regulation: My feelings | Building relationships:Special relationships | Managing self:Taking on challenges | Self-regulation:Listening and followinginstructions | 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 controlBoot camp  | PE unit – Observe and copy (coordination and counter balance)Fine motorBoot camp | PE unit- Move in different ways (coordination and agility) Fine motorBoot camp | PE Unit – Exercise and good health (agility & static balance) Fine motorBoot camp |
| Literacy | Little Wandle Phase 2Using initial sounds, name writing, I am…, letter formation. **Reading stimuli:**We are all WelcomeColour MonsterThe Family book | Little Wandle Phase 2Using initial sounds and more, name writing, labels, cards, letter formation.**Reading stimuli:**Percy the park keeper – After the stormDon’t hog the HedgeKipper’s BirthdayScarecrows wedding | Little Wandle Phase 3cvc blending, news writing, predicting (I think the … will win), labels, letter formation.**Reading stimuli:**Lost and FoundElmer in the SnowPolar Bear and the snow cloud |  Little Wandle Phase 3Think bubbles, plans, Pobble basic sentence structure (intro), using tricky words and phonics learnt, letter formation.**Reading stimuli:**Jack and the BeanstalkLittle Red HenWhat the Ladybird HeardFarmer Duck | Little Wandle Phase 4Pobble basic sentence structure, lists, labels and captions, letter formation, capital letters, full stops and spaces.**Reading stimuli:**Whatever NextHow to catch a starThe way back home**The firefighters****A visit to the doctor** **A superhero like you.**  | Little Wandle Phase 4Pobble 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.  | RBAGetting to know you.Match, sort and compare.Talk about measure and patterns. | It’s Me 1, 2, 3Circles and triangles.1,2,3,4,5Shapes with 4 sides. | Alive in 5!Mass and capacity.Growing 6,7,8Length, height, and time. | Building 9, 10Exploring 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 WorldPast and PresentThe Natural WorldPeople, Culture & CommunitiesComputing: 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 DesignCreating with materialsBeing 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 | KapowExploring sound  | KapowCelebration music  | KapowMusic and movement  |   KapowMusical stories | KapowTransport | KapowBig band  |