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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 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 |