

Curriculum Overview for Reception
2023 - 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests / Themes / Events / Lines of Enquiry	All about me and my family Autumn Halloween	Autumn Diwali Guy Fawkes Night Remembrance Sunday Winter Inter Faith Week Children in Need Christmas	Winter Cold places Chinese New Year Spring RSPB Big School Birdwatch Valentine's Day	Spring Growing up - generations Shrove Tuesday World Book Day Planting & growing Mother's Day Easter	Summer Life cycles - butterflies / ducks Father's Day	Summer Holidays - past & present Hot places Pirates Seaside Sport's Day Transition Events
Communication & Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences with 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and to organise thinking. Explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or action to another using a range of connectives.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.

C&L Across the Year	Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts		Listen carefully to stories, songs, rhymes and poems Learn stories, songs, rhymes and poems Talk about stories, to build familiarity and understanding			
Oracy: Physical Linguistic Cognitive Social & Emotional	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning e.g. in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. e.g. in a news session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Personal, Social & Emotional Development	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. JIGSAW: BEING ME IN MY WORLD	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. JIGSAW: CELEBRATING DIFFERENCE	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. JIGSAW: DREAMS AND GOALS	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. JIGSAW: HEALTHY ME	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. JIGSAW: RELATIONSHIPS	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. JIGSAW: CHANGING ME

Physical Development	PE Sessions: Movement - Jungle Journey	PE Sessions: Movement - Jungle Journey Introduction to PE - Unit 2	PE Sessions: Yoga Games - Unit 1	PE Sessions: Gymnastics - Unit 1 Ball Skills - Unit 1	PE Sessions: Ball Skills - Unit 2 Dance - Unit 1	PE Sessions: Gymnastics - Unit 2 Games - Unit 2
Physical Development Across the Year	<p>In Reception we give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another.</p> <p>Through dedicated PE sessions, children are given opportunities to develop their overall body strength by learning disciplines including dance, yoga, gymnastics and games.</p> <p>Children are given opportunities to develop the skills they need to manage the school day such as managing their own basic hygiene and personal needs, lining up appropriately, giving others personal space and having good table manners.</p> <p>The children will develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>By the end of Reception, children will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>					
Literacy	Talk for Writing - imitate Owl Babies (Spine Book) Whatever Next (Spine Book) The Gruffalo (Spine Book) Holey Moley (Hooks into Books) How to Catch a Star Poetry Basket: A Basket of Apples Phonics To read & write Set 1 Sounds. To hear sounds at the start and within words.	Talk for Writing - imitate and beginning to innovate Fiction: The Little Green Dinosaur Non-Fiction (Recount) Clara Vale Trip recount Spine Book: Handa's Surprise Poetry Basket: Five Little Pumpkins Phonics To know, read & write Set 1 Sounds To blend Set 1 sounds to read words.	Talk for Writing - imitate and innovate Fiction: Three Little Pigs Non-Fiction (Instructions) How to make a chocolate egg crispy cake. Spine Book: On the Way Home Poetry Basket: Carrot Nose Phonics To read photocopiable ditties 1-20. To read Green word cards 1.1 to 1.5.	Talk for Writing - imitate and innovate Fiction: Billy Goats Gruff Non-Fiction (Information Text): A Troll wanted poster / fact file Spine Book: Farmer Duck Poetry Basket: Hungry Birdies Phonics To read Red Ditty books. To read Green word cards 1.6 to 1.7. To read Red words.	Talk for Writing - imitate, innovate and independent application Fiction: Supertato Non-Fiction: (Information Text) Letter to The Evil Pea Spine Book: Six Dinner Sid Poetry Basket: A Little Shell Phonics To read Green books. To learn Set 2 Sounds. To learn how to read words with Set 2 sounds.	Talk for Writing - imitate, innovate and independent application Fiction: Pirate Tom Non-Fiction: (Information Text) Report on rock pool creature. Spine Book: Mrs Armitage on Wheels Poetry Basket: Monkey Babies Phonics To read Purple books. To know Set 2 Sounds. To read Set 2 words.

	<p>To begin to blend sounds.</p> <p>Writing To write their name. To use mantras when writing lowercase letters.</p>	<p>Writing To write words.</p>	<p>To introduce Red words.</p> <p>Writing To write words and phrases.</p>	<p>To read and write uppercase letters. To learn letter names.</p> <p>Writing To learn how to write sentences.</p>	<p>Writing To write more than one sentence. To write words with more than one syllable.</p>	<p>Writing To write using recognisable letters which are correctly formed that can be read by others.</p>
Literacy Across the Year	<p>In Reception, we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks, wax crayons, chalk pens and paint pens. Children re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Children read books that are consistent with their phonic knowledge.</p>					
Maths	<p>Baseline Assessments Matching & Sorting Comparing Amounts Comparing size, mass and capacity Exploring Pattern Representing, comparing & composition of 1,2 and 3. Circles & Triangles.</p>	<p>Representing, comparing and composition of numbers to 5. Number bonds to 5. One more and one less. Shapes with 4 sides. Positional language.</p>	<p>Introducing zero. Comparing mass & capacity. Representing, comparing & composition of 6,7 and 8. Making pairs. Combining two groups.</p>	<p>Length & Height Time Representing, comparing & composition of 9 & 10. Number bonds to 10. 3D Shape Pattern</p>	<p>Building numbers beyond 10. Counting patterns beyond 10. Spatial Reasoning: Match, rotate & manipulate. Adding more. Taking Away. Spatial Reasoning: Compose & decompose.</p>	<p>Doubling. Sharing & grouping. Odds and Evens. Spatial Reasoning: Visualise & build. Patterns & Relationships of number. Spatial Reasoning: Mapping.</p>
UTW: People, Culture & Communities (NC Links to Geography, History & RE)	<p>To talk about own family & experiences using 'Chatterboxes'.</p>	<p>How do we celebrate Christmas? Is that the same or different to how others celebrate Christmas?</p>	<p>To investigate different occupations and community members.</p>	<p>To investigate people from the past - our own family and other significant people that have had an influence on the present.</p>	<p>To study our immediate environment; including the school grounds and Crawcrook. Look at maps of different scales & produce own environment map.</p>	<p>To explore the similarities and differences between life in this country and life in other countries.</p>

UTW: People, Culture & Communities Across the Year	Throughout the year, we will use carefully selected stories, poems and non-fiction texts to explore a wide range of topics that will include families; family customs and routines, different occupations, influential historical figures, different cultures and religions, texts that reinforce positive attitudes and challenge negative stereotypes. We use our 'Information Station' daily, to talk about chronology; what is happening today / yesterday / next week / next year. In our continuous provision, we have maps, globes and non-fiction books available for the children to investigate their world. We encourage the children to draw simple maps of their environment or 'story maps' of well-known stories. A range of 'role play' set ups, small world toys, props and costumes are available for the children to investigate a range of occupations, celebrations, religions, families, trades, the local environment and the wider world.					
RE	Discovery Enquiry: What makes people special?	Discovery Enquiry: What is Christmas?	Discovery Enquiry: How do people celebrate?	Discovery Enquiry: What is Easter?	Discovery Enquiry: What can we learn from stories?	Discovery Enquiry: What makes places special?
Languages - French	Greetings	Greetings	Colours	Numbers	Transport	Transport
UTW: The Natural World (NC Links to Science & Geography)	To understand that the season is 'Autumn' and what this looks like.	To investigate 'Winter' and changes over time; such as freezing and melting.	Looking after living creatures - Bird Watch. Looking after our environment - Dear Greenpeace.	To understand that the season is 'Spring' and what this looks like. To investigate planting & growing and changes over time.	To investigate Life Cycles, including butterflies and ducks.	To investigate Seaside Environments, animals that live in the water and rockpools.
UTW: The Natural World Across the Year	Throughout the year, we use our immediate outdoor environment to explore changes over time; the weather, the change in seasons, living creatures, birds, insects, and planting and growing. We use our local area to study the same space; Clara Vale Nature Reserve, as it changes throughout the year. We use our continuous provision to explore and observe detail using binoculars, magnifying glasses and encourage the children to talk about and record what they observe. We explore simple scientific concepts such as floating and sinking and the characteristics of liquids and solids through play and planned activities. We use our 'Investigation Station' daily to talk about the weather and seasonal changes.					
UTW: Technology (Links to NC Computing)	To complete a simple program on electronic devices. To use ICT hardware to interact with age appropriate computer software. To create content such as a video recording, stories, and/or draw a picture on screen. To develop digital literacy skills by being able to access, understand and interact with a range of technologies. To use the internet with adult supervision to find and retrieve information of interest to them.					

EAD (Links to NC Art)	Artist Study: Kandinsky - Dot Day	Artist Study: Andy Goldsworthy - Autumn	Artist Study: Jackson Pollock - experimentation	Artist Study: Monet - Spring	Artist Study: Antony Gormley - Angel of the North	Artist Study: Mondrian - Shape
EAD Across the Year (Links to NC DT, Art & Music)	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Responds imaginatively to art works and objects.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>					
Music	Musical Instruments & How Sounds Change	Singing Nativity Songs	Peter and the Wolf - Instrument Families	Nursery Rhymes and Singing Games	Composing Simple Songs & Rhythms	End of year Performance songs.
Whole school music genre	African Jazz and Ragtime Big Band and Swing Soul Blues and 1940's R n B Calypso and Reggae Rock and Roll Classical - Orchestral	Music during World Wars 1 and 2. Asian music Wind or Brass Band Scottish Folk/ Scottish Dance String Quartet (Christmas) Christmas - Pop/Films/ TV Christmas - Choral	Charleston/ Lindy Hop/jive March Flamenco / Greek dance Tango/ salsa/ rumba Country Ballad and Waltz	Welsh Choral music A cappella and Barbershop Irish Folk or Irish Dance Jewish music Gospel / Spiritual Music	Music from around the World English folk / country dancing music Musical Film Music Opera Rock	Pop Funk Disco Rap/ Hip hop/Chant Indie Contemporary R 'n' B 21st Century Pupil and Teacher Choice.
Whole school singing focus	Together Harvest Samba Sing A Song For Harvest Autumn Days	The Body Song We Will Remember 12 Days of Christmas Away in a Manger Every Christmas	I the Lord of Sea and Sky Happy Birthday in French La Bamba - Mexican Folk Song	Wake up Spring Chicken The Seed Song	As One Joseph's Coat Little People	Leavers' Song Sing Happy I'm still standing

School events		Stay and Play Nativity play Enrichment week		Stay and Play Enrichment week		Stay and Play End of year performance Enrichment week
Visits/visitors	Visit to Crawcrook Library	Clara Vale - Autumn visit Christmas Production / Workshop	Visit from various people with different occupations. Visit from librarians	Theatre visit Visit from Zoolab	Visit from Road Safety Team Local Area trip	Seaside Trip