

**Curriculum Overview**      **Reception**

<b>Area of learning /Topic</b>	<b>Autumn 1 All about me</b>	<b>Autumn 2 Animals</b>	<b>Spring 1 Travel and Transport</b>	<b>Spring 2 Healthy lifestyles</b>	<b>Summer 1 Traditional tales</b>	<b>Summer 2 Discovery</b>
<p><b>Communication and language</b> This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p>	<p>P4C self-registration board – children given opportunity to voice their opinion.</p> <p>Read familiar stories with repeated refrains (Bear Hunt, Hungry Caterpillar) encourage children to join in.</p>		<p>Introduce P4C circles – trying to back up opinions/answers</p> <p>Extending vocabulary linked to topics</p> <p>Introduce concept of active listening.</p>		<p>Listening games</p> <ul style="list-style-type: none"> <li>• boundary games</li> <li>• following spoken instructions (simon says)</li> </ul> <p>Reinforce carpet session expectations – active listening</p> <p>Class assembly – every child to have an opportunity to speak in front of the school.</p>	
<p><b>Physical</b> This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p>	<p>Evaluate all children’s level of self care, can they independently:</p> <ul style="list-style-type: none"> <li>• Go to the toilet</li> <li>• Wash their hands</li> <li>• Put shoes on/off</li> <li>• Put coat on/off</li> </ul> <p>Teachers to eat with class to ensure healthy choices at lunch times.</p> <p>Assessing risk – work with class to establish rules for loose parts – what do we need to do to</p>	<p>Fine motor:</p> <ul style="list-style-type: none"> <li>• Dough disco</li> <li>• Nuts and bolts</li> <li>• Cotton bud painting</li> <li>• Daily finger songs before phonics session.</li> </ul> <p>Being safe in the playground.</p> <p>Bikes, balls, scooters</p> <p>Assess all children for potential OT input.</p>	<p>Dressing/undressing for PE</p> <p>Dance</p> <ul style="list-style-type: none"> <li>• Moving in time to a beat.</li> <li>• Balancing</li> <li>• Different ways of moving.</li> </ul> <p>Being safe in the playground.</p> <p>Bikes, balls, scooters</p>	<p>Dressing/undressing for PE</p> <p>Dance</p> <ul style="list-style-type: none"> <li>• Learning a choreographed routine.</li> </ul> <p>Food choices – what do we need to eat to stay healthy? (Links to topic work on digestive system)</p>	<p>Getting ready for sports day (Outdoor sports)</p> <ul style="list-style-type: none"> <li>• Relay</li> <li>• Running</li> <li>• Egg &amp; spoon</li> <li>• Coit racing</li> </ul> <p>Pencil grips – assess to pass on to Y1 Teacher</p>	

	ensure that we are all safe?			
<p><b><u>Personal, social and emotional</u></b></p> <p>This involves helping children to:</p> <ul style="list-style-type: none"> <li>• develop a positive sense of themselves and others</li> <li>• form positive relationships and develop respect for others</li> <li>• develop social skills and learn how to manage their feelings</li> <li>• understand appropriate behaviour in groups</li> <li>• have confidence in their own abilities.</li> </ul>	<p>Learn new routines</p> <p>Establish class rules</p> <p>Small group games/activities – children get to know their peers.</p> <p>Conflict resolution – what do we do? Who can help us?</p> <p>Celebrate each other’s strengths</p>		<p>Negotiation skills – learn how to compromise</p> <p>Small group games/activities – practise turn taking</p> <p>Circle times – discuss any issues in class and encourage children to suggest solutions.</p>	<p>Transition – getting ready for year 1</p> <p>Boundary games</p> <p>Social stories for transition</p> <p>Welcoming the new children who come to visit from nurseries.</p>
<p><b><u>Literacy</u></b></p> <p>This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a</p>	<p>Nelson Handwriting Scheme (blue level) pre-writing activities:</p> <ul style="list-style-type: none"> <li>• Air writing during phonics sessions</li> <li>• Tracing letters in sand/glitter etc</li> </ul>	<p>Nelson Handwriting Scheme (blue level):</p> <p>Introduce whiteboards during phonics carpet sessions.</p> <p>Continue to ensure correct letter formation is embedded.</p>	<p>Introduce ‘Super Sentences’ as morning starter – What does a sentence need?</p> <p>Small group work – ability based:</p> <ul style="list-style-type: none"> <li>• Story sequencing</li> <li>• Creating story maps</li> <li>• Re-telling story</li> </ul> <p>Guided reading – 1 group per day.</p>	<p>Opportunities for independent writing – ensure the availability of (inside and outside):</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Cards</li> <li>• Labels</li> <li>• Chalk</li> <li>• Clipboards</li> </ul>

wide range of reading materials such as books, poems, and other written materials to ignite their interest.		Start to send decodable reading books home weekly.				
<b>Phonics</b>	Listening games  Begin Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 4  Split groups	Consolidation  Split groups
<b>Power of Reading Set texts</b>	Owl Babies The Everywhere Bear Anna Hibiscus' Song	Augustus and his smile Our very own dog Handa's Surprise	How to find a Fruit Bat On Sudden Hill Stanley's Stick	The Train Ride Naughty Bus Knuffle Bunny	No Dinner The Gigantic Turnip The Leopard's Drum	Yucky Worms Bog Baby Aaarrgghhh Spider
<b>Mathematics</b> This involves providing children with opportunities to: • practise and improve their skills in counting numbers, calculating simple addition and subtraction problems • describe shapes, spaces, and measures	1. Counting & numbers 2. Counting & ordering 3. 2D shape and position 4. Counting and patterns 5. Counting and addition 6. Addition & subtraction	7. Counting & numbers 8. Length 9. Height 10. 3D Shape 11. Money & counting 12. Time	1. Counting & ordering 2. Ordinal numbers 3. 2D shape & data 4. Addition 5. Patterns & symmetry 6. Counting & adding	7. Counting & comparing 8. Weight 9. 3D shape & data 10. Counting & comparing 11. Money & counting 12. Time	1. Counting 2. Counting & addition 3. 2D shape & data 4. Addition & subtraction (number bonds) 5. Counting & sequences 6. Counting on/back	7. Counting, addition & subtraction 8. Capacity 9. Counting & place value 10. 3D shape & direction 11. Money, addition & subtraction 12. Time
<b>Understanding the world</b> This involves guiding children to make sense of their	Finding out about each other – what is different? What is the same?	Festivals Which festivals do our families celebrate?	Family customs – ask children to bring photos of their family celebrations.	People who help us: • Dentist (School visit) • Doctor	The world around us: • Bug hunting • Blossom/bulbs  Cooking:	The solar system  Growing and changing • life cycles • decay/mould

physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	Cooking: Play dough (ensure different children each week)	Cooking: Play dough (ensure different children each week)	Cooking: Bread (cc RE)	Cooking: Fruit kebabs	Gingerbread people (cc literacy)	Cooking: Ice cream (melting and freezing)
	Free access to class computers with age appropriate programmes (busythings/2Simple) during continuous provision. Regular sessions with BeeBots to introduce programming.					
<b>RE</b>	Who made the wonderful world and why?	Why is Christmas Special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	Who cares for this special world?	How did Jesus rescue people?
<b>Expressive arts and design</b> This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology	Music: Introduction  Art: • Self portraits • Creation (links to RE)	Music: Genres  Art: • Clay – Christmas decorations and hand print tiles	Music: World music  Art: • Symmetry monsters (cc Maths)  Dance: see physical	Music: Our responses to different music.  Art: • Watercolour painting (cc RE)  Dance: see physical	Music: Graphic scores  Art: • Masks (cc literacy)	Music: Pitch  Art: • 3D models – planets
	Free access to role play/art & craft materials and small world during continuous provision					
Trips		Natural History Museum		London Transport Museum		Greenwich Observatory

