



## Curriculum Overview for: Reception Academic Year 2018\_19

Subject	Autumn	Spring	Summer
<b>Topic</b>	<b>All about me Seasons Celebrations</b>	<b>Growth and Change Minibeasts Traditional Tales</b>	<b>Oceans Animals and Our Environment Holidays and Adventures</b>
<b>Literacy</b>	<p>Induction and transition time Baseline Assessments Introduce Phase 1 and 2 phonics Write own name Read simple books Practise writing and reading simple words – extend by reading and understanding captions Introduce early phase 3 sounds Recognise sounds Sight words</p>	<p>Continue to learn Phase 3 phonics – diagraphs and tri-graphs Write a sentence Remember sentence rules – Capital letters, full stops, finger spaces and checking it makes sense. Apply phonic knowledge in both reading and writing Read, understand and talk about books relating to individual levels</p>	<p>Transition Revisit Phase 1-3 phonics and introduce phase 4 Use and apply phonics confidently within reading and writing Writing more than one sentence – extending to stories Use of adjectives in their writing To be a confident and independent reader To be a confident and independent writer</p>
<b>Maths</b>	<p>Children use and understand everyday maths language Working with number and shapes Using number names and number language Identifying numbers Recognising numbers Forming numbers Counting to 10 Positional language</p>	<p>Children use and understand everyday maths language Experiment with measurements (size, length, height, weight capacity and time) Money Introduce addition and subtraction Counting to 20 forwards and backwards Recognising numbers Estimating 2D and 3D shapes</p>	<p>Children use and understand everyday maths language Problem solving Recognise, create and describe patterns. Continue to experiment with measurements (size, length, height, weight, capacity and time) Measuring distance Recap all concepts taught throughout the year Introduce Maths No Problem booklet to transition into Year One</p>
<b>Personal, Social and Emotional</b>	<p>Settling into school Making new friends</p>	<p>Initiates conversations and become good listening through paired work</p>	<p>Become a confident and independent learner Solve problems independently</p>

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<b>Development</b>	Getting to know ourselves and others – looking at similarities and differences Following instructions Following routines Children to become aware of their own and others feelings	Explains own knowledge and understanding Asks questions Takes steps to resolve conflicts with other children	Explains own likes and dislikes Work as part of a group, express own ideas and respect others’ ideas Transition to Year one
<b>Communication and Language</b>	Following simple instructions Develop listening skills Developing understanding of language	Focus and maintain attention Use more complex vocabulary Speaking in full sentences Listens to others one to one or in small groups Listens to stories with increasing attention and recall Focus attention for longer periods of time	Listen and respond to comments, questions or actions To express themselves effectively, showing awareness of listeners’ needs. To develop their own narratives and explanations by connecting ideas or events.
<b>Physical Development</b>	Develop correct pencil grip, showing a preference for a dominant hand Experiments with different ways of moving Can copy some letters, e.g. letters from their name.	Children show good control and co-ordination in large and small movements To form recognisable letters Uses one-handed tools and equipment	Handles tools, objects, construction and malleable materials safely and with increasing control To form letters and numbers correctly
<b>Understanding the World</b>	Talk about their families Comments and asks questions about aspects of their familiar world such as the place where they live or people that help us. Celebrating other cultures Observing seasonal changes Christmas	Chinese new year Easter Mother’s day Watching caterpillars/butterflies grow and change Exploration of minibeasts – building a bug hotel	Father’s day Children know about similarities and differences in relation to places, objects, materials and living things To select and use technology for particular purposes Transition to Year one
<b>Expressive Arts and Design</b>	Experiment with textures and materials Use of construction materials Sings familiar songs Role play	Manipulates materials Constructs with a purpose in mind Uses simple tools and techniques	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes Represent their own ideas Selects appropriate resources and adapts work where necessary
<b>Educational Visits</b>	Christmas carol singing at local care home  Walk to the post box to post Christmas cards	Painshill or Wisley TBC	Drama workshop