



Reception Curriculum Overview for Academic Year 2020-2021

Subject	Autumn	Spring	Summer
Areas of learning	All about me, Feelings, Under the Sea, Celebrations	Space, Minibeasts	Growth and Change, Animals and Our Environment, Traditional Tales
Literacy Talk 4 Writing	Induction and transition time Baseline Assessments Sounds~Write Units 1-7 Write own name Read simple books Practise writing and reading simple words – extend by reading and understanding captions Recognise sounds Talk though ideas and share them with others	Sounds~Write Units 8-10 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	Transition Sounds~Write Units 11-Bridging Unit 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
Core Texts:	Reading and looking at familiar books Owl Babies by Mark Waddell What you can do if you feel lonely (non-fiction) Rainbow Fish by Marcus Pfister Why is it kind to share? (non-fiction)	How to catch a star by Oliver Jeffers Way back home by Oliver Jeffers Are aliens really nasty? (non-fiction) The Vey Hungry Caterpillar Are all caterpillars the same? (non-fiction)	Jasper’s Beanstalk by Nick Butterworth How to grow a bean (non-fiction) The three Billy Goats Gruff Should we save the trolls? (non-fiction)
Complimentary texts:			
Maths No Problem	Children use and understand everyday maths language Working with number and shapes Using number names and number language Identifying, recognising and forming numbers Counting to 10 Positional language	Children use and understand everyday maths language Experiment with measurements Money Introduce addition and subtraction Counting to 20 forwards and backwards Recognising numbers Estimating 2D and 3D shapes	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
Personal, Social and Emotional Development	Settling into school Making new friends Getting to know ourselves and others – looking at similarities and differences Following instructions	Initiates conversations and become good listening through paired work Explains own knowledge and understanding Asks questions Takes steps to resolve conflicts with other	Become a confident and independent learner Solve problems independently Explains own likes and dislikes Work as part of a group, express own ideas and respect others’ ideas

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	<p>Following routines Children to become aware of their own and others feelings Emotional wellbeing Separation/anxiety Puzzle Piece 1 - Being me in my world. Puzzle Piece 2 - Celebrating Differences</p> <p>Mind Up How our brain works Mindful awareness Focused awareness Mindful listening Mindful seeing</p>	<p>children</p> <p>Puzzle Piece 3 - Dreams and Goals Puzzle Piece 4 - Healthy Me</p> <p>Mind Up How our brain works Mindful smelling Mindful tasting Mindful movement Perspective talking</p>	<p>Transition to Year one</p> <p>Puzzle Piece 5 – Relationships Puzzle Piece 6 - Changing me</p> <p>Mind Up How our brain works Choosing optimism Appreciating happy experiences Expressing gratitude Performing acts of kindness Taking mindful action in to the world</p>
Communication and Language	<p>Following simple instructions Develop listening skills Developing understanding of language Develop music skills</p>	<p>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 Develop music skills</p>	<p>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. Develop music skills</p>
Physical Development	<p>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.</p>	<p>Children show good control and co-ordination in large and small movements To form recognisable letters Uses one-handed tools and equipment</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control To form letters and numbers correctly</p>
Understanding the World	<p>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 Remembers and talks about significant events in their own experience. (A1) Recognises and describes special times and</p>	<p>Chinese New Year Easter Mother’s Day Watching caterpillars/butterflies grow and change Exploration of minibeasts – building a bug hotel Comments and asks questions about aspects of their familiar world (Sp1) Looks closely at similarities, differences,</p>	<p>Father’s Day Children know about similarities and differences in relation to places, objects, materials and living things Growth and change of plants To select and use technology for particular purposes Transition to Year one ELG People and communities (Su1) ELG The World (Su2)</p>

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	events for family and friends. (A2)	pattern and change (sp2)	
Expressive Arts and Design	<p>Experiment with textures and materials</p> <p>Use of construction materials</p> <p>Explores colours and how colours can be changed (Art A1)</p> <p>Begin to be interested in and describe textures of things. (Art A2)</p> <p>Sings familiar songs</p> <p>Role play</p> <p>Joins construction pieces together to build and balance, making enclosures and making spaces (DT A1)</p> <p>Understands that different media can be combined to create new effect. (DT A2)</p>	<p>Manipulates materials</p> <p>Constructs with a purpose in mind</p> <p>Explores what happens when they mix colours (Art Sp1)</p> <p>Uses simple tools and techniques competently and appropriately (Art Sp2)</p> <p>Constructs with a purpose in mind using a variety of resources. (DT Sp1)</p> <p>Selects tools and techniques to shape, assemble and join materials. (DT Sp2)</p>	<p>Uses simple tools and techniques competently and appropriately (Art Su1)</p> <p>ELG - 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</p> <p>Art (Su2)</p> <p>Manipulates materials to achieve a planned effect. (DT Su1)</p> <p>ELG – (DT Su2)</p>
Educational Visits	Walk to the post box to post Christmas cards (subject to Covid 19 restrictions).	<p>Drama workshop</p> <p>Visit to the local park (subject to Covid 19 restrictions).</p>	<p>Farm visit</p> <p>Walk to local supermarket (subject to Covid 19 restrictions).</p>