



**Curriculum Overview: Reception**  
**Academic Year 2022-2023**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p><b><u>All about me!</u></b> Starting school / getting to know my new class, being me in my world, Superheroes linked to People who help us, my family, being kind and making friends. Self-Portrait linked with Pablo Picasso.</p>	<p><b>Far, Far Away!</b> Traditional Tales - Little Red Hen linked to Harvest festival. Weekly visits to the school library.  The Nativity. Christmas Lists. Letters to Father Christmas and walking to post them in groups.</p>	<p><b>To Infinity and Beyond!</b> Will it sink will it float? What would it be like to visit the moon? What are stars? Which star is the most important in our planet? Which planet do we live on? What makes Earth so Special? What would it like to live on a different planet?</p>	<p><b>Bug Ball</b> Which minibeasts can we find in our school garden? How do minibeasts move? Do minibeasts make a noise? Which minibeasts flutter and fly? Why do spiders spin and weave webs?  Which minibeast will you come as to our Ugly Bug Ball?</p>	<p><b>Lets Grow!</b> What does a plant need to grow? Why do plants need water and sunlight? What are the parts of a plant?  Where do plants grow? Are all seeds the same?  What do plants grow into?</p>	<p><b>Down On The Farm</b> What is it like on the farm?  What animals produce food? What are baby mammals called on the farm? What do animals eat? What came first the chicken or the egg? Why do farms have animals? Do animals produce anything other than food?</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>Elmer, Owl Babies  Ruby's Worry, Meesha Makes Friends, Ravi's Roar, Tilda Tries Again  The See Saw, Perfectly Norma</p>	<p>Christmas Story / Nativity  Rama and Sita  The Gingerbread Man The Enormous Turnip Little Red Hen  Tiger who came to tea</p>	<p>How to Catch a Star  Come and Visit the Moon.  The Darkest Dark  Astro Girl  Zoom to the Moon</p>	<p>Hungry Caterpillar  The Angry Ladybird  The Caterpillar Who Learnt to Fly  Insect Soup  Are all caterpillars the same</p>	<p>Jasper's beanstalk' by Nick Butterworth  How to grow a bean  Fletcher and the Spring Time Blossoms  Plant the Tiny Seed  Jack and the Beanstalk</p>	<p>The Three Billy Goats Gruff  Should We Save The Trolls?  What the Ladybird Heard  A squash and a Squeeze  Teenie Tiny Farmer  Little Blue Truck</p>
<p><b>ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'</b></p>	<p>Autumn nature walk linked to the story - Leaf Man. Harvest Time, Halloween &amp; Diwali.</p>	<p>Bonfire Night, Nativity and Hannukah. Remembrance Day.</p>	<p>Chinese New Year, Valentine's Day, Space Day.</p>	<p>Bug Ball  Easter time/hunt, Nature Scavenger Hunt</p>	<p>Growing a garden  Visit to/from the Farm</p>	<p>Father's Day, Sports Day.  Reception Assembly.</p>



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		Bedtime story evening.		Mother's Day, Science Week.		
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<b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>	<p><b>Playing and exploring:</b> Children explore and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which supports their learning.</p> <p><b>Active learning:</b> Children concentrate and will keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>OVER ARCHING PRINCIPLES</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs/passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>Play:</b> At Chandlers Field Primary School, we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					



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<b>PSHE</b> <i>Early Years Assembly and Circle Time</i>	<p>Being Me in My World</p> <p>Help other to feel welcome</p> <p>Try to make our Nursery/Pre-school community a better place</p> <p>Think about everyone's right to learn</p> <p>Care about other people's feelings</p> <p>Work well with others</p> <p>Choose to follow the Learning Charter</p>	<p>Celebrating Difference</p> <p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p> <p>Know how to give and receive compliments</p>	<p>Dreams and Goals</p> <p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Are working hard to achieve their own dreams and goals</p>	<p>Healthy Me</p> <p>Healthy choices</p> <p>Healthy, balanced diets</p> <p>Being physically active</p> <p>Keeping themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy friendships</p> <p>Know how to keep calm and deal with difficult situations</p>	<p>Relationships</p> <p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Help others to feel part of a group</p> <p>Show respect in how they treat others</p> <p>Know how to help themselves and others when they feel upset and hurt</p> <p>Know and show what makes a good relationship</p>	<p>Changing Me</p> <p>Understand that everyone is unique and special</p> <p>Can express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves</p> <p>Understand and respect the changes that they see in other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Are looking forward to change</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of half term.	Baseline analysis. Parents evening. EYFS team meetings, In house moderation, Midterm Assessments.	Writing/reviewing PLP's. EYFS team meetings, In house moderation.	Pupil progress meetings. EYFS team meetings. Writing/reviewing PLP's.	In house moderation. EYFS team meetings Writing/reviewing PLP's.	Pupil progress meetings. Parents evening. EYFS team meetings. EOY data.



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<b>PARENTAL INVOLVEMENT</b>	Staggered Start. Coffee and Cake Morning. Wow moments.	Wow moments. Nativity. Parents Evening. Bedtime story evening. Autumn reports.	Wow moments. Parents share a story.	Wow moments. Spring reports. Bug Ball	Wow moments	Wow moments, summer report, Parents Evening, Sports Day
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<b>COMMUNICATION AND LANGUAGE</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.</p>						

<b>Whole EYFS Focus –</b> C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.	<b>Welcome to EYFS</b> Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Shared stories. Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	<b>Tell me a story!</b> Settling in activities. Develop vocabulary.  Tell me a story - retelling stories, Story language Word hunts, Listening and responding to stories. Following instructions. Takes part in discussion. Understands how to listen carefully and why listening is important. Use new vocabulary through the	<b>Tell me why!</b> Encourage and model the use of how and why questions. Retelling a story with story language – provide puppets and props. Encourage and model describing events in some detail – Show and Tell. Listen to and talk about stories to build familiarity and understanding. Learn	<b>Talk it through!</b> Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during Show and Tell.	<b>What happened?</b> Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events.  Weekend News – children will discuss and answer questions about their weekend. Understand how to listen carefully and why	<b>Time to share!</b> Show and tell. Read books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, farms and animals. Model using the
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		day. Carefully chosen stories to develop the children's vocabulary.	rhymes, poems and songs.	Sustained focus when listening to a story.	listening is important – children to listen carefully.	features of non-fiction books.
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<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF</b>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• I can help others to feel welcome.</li> <li>• I can begin to recognise and manage my own feelings.</li> <li>• I understand why it is good to have kind and gentle hands.</li> <li>• I am beginning to understand what responsible means.</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I can talk about what I am good at.</li> <li>• I understand that being different makes us all special.</li> <li>• I know ways that we are different and the same.</li> <li>• I can tell you how to be a kind friend.</li> <li>• I can tell you why my home is special to me.</li> <li>• I know ways to stand up for myself.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I understand that if I persevere, I can tackle challenges.</li> <li>• I can tell you a time that I didn't give up.</li> <li>• I can set a goal and work towards it.</li> <li>• I can use kind words to encourage people.</li> <li>• I know what it means to feel proud of myself.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I understand that I need to exercise and rest to keep my body healthy. • I know which foods are healthy and not healthy.</li> <li>• I know how to help myself go to sleep and why it is good for me.</li> <li>• I can wash my hands thoroughly.</li> <li>• I know what a stranger is and how to keep safe if a stranger approaches me.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family.</li> <li>• I know how to make friends to stop myself from feeling lonely.</li> <li>• I can think of ways to solve problems and stay friends.</li> <li>• I am starting to understand the impact of unkind words.</li> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I know how to be a good friend.</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• I can name parts of the body.</li> <li>• I understand that we all grow from babies to adults.</li> <li>• I can express how I feel about moving to Year 1.</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>• I can share my memories of the best bits of this year in Reception.</li> </ul>



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<b>Linked Stories</b>	Dogger Hands are not for hitting	Elmer, Barry the Fish with Fingers, The Family Book The Dog and the Dolphin	Love Monster, Don't Worry Hugless Douglas	Never Talk To Strangers Not Everyone is Nice	Mable and Me, George and Martha	Huge Bag of Worries, Look inside your body
<b>SELF - REGULATION</b>	-Controlling own feelings and behaviours -Applying personalised strategies to return to a state of calm -Being able to curb impulsive behaviours -Being able to concentrate on a task -Being able to ignore distractions -Behaving in ways that are pro-social -Planning -Thinking before acting -Delaying gratification -Persisting in the face of difficulty.					

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<b>PHYSICAL DEVELOPMENT</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop rapidly throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>FINE MOTOR</b>  Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Providing extra help and guidance when needed.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil beyond whole hand grasp to Pencil Grip.	Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Threading, cutting, weaving, playdough. Begin to form letters correctly. Handle tools with increasing control. Encourage children to draw/write letters/words freely.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed in independent learning time.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line.	Form letters correctly. Copy a square. Begin to draw diagonal lines, triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.
<b>GROSS MOTOR</b>  Daily opportunities for Gross Motor Development.  PE Lessons included	Cooperation games. Climbing using the outdoor equipment. Help individual children to develop good personal hygiene. Provide regular	Creates play- balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to	Balance- children moving with confidence Dance related activities in the stage area. Explain the importance	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Provide a wide range of	Obstacle activities children moving over, under, through and around equipment Provide opportunities for children to, spin, rock, tilt, fall, slide and	Races / team games involving gross motor movements dance related activities Gymnastics/ Balance  PE: Working with Others



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	reminders about handwashing and toileting.  PE: Me and Myself	balance, sit or ride on, or pull and push.  PE: Movement and development	of the different aspects of a healthy lifestyle.  PE: Throwing and Catching	activities to support a broad range of abilities.  PE: Balls Skills	bounce. Dance/moving to music  PE: Fun and Games	
<b>Forest School</b>					Den building skills - linking with Handa's Surprise and different homes around the world.	Tool Skills, Children learn how to use tools safely to help them build. Linking with Three Goats Gruff.

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<b>LITERACY</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>COMPREHENSION</b> Developing a passion for reading  Children will visit the library weekly/have 3 opportunities to change their reading books per week.  Each child will read with the Teacher and Teaching Assistant at least twice a week.	Talk 4 Writing  <b>Owl Babies</b>  Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Talk 4 Writing  <b>Rainbow fish</b>  Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words.	Talk 4 Writing  <b>How To Catch a Star</b> <b>Come and Visit the Moon</b>  Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words	Talk 4 Writing  <b>The Hungry Caterpillar</b>  Information leaflets about insects in the garden. World Book Day. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Children will develop their own narratives and explanations by connecting ideas or events.	Talk 4 Writing  <b>Jasper's beanstalk' by Nick Butterworth</b>  Stories from other cultures and traditions. Retell a story with actions and/or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Children can explain the main events of a story - draw pictures of	Talk 4 Writing  <b>The Three Billy Goats Gruff</b>  Can draw pictures of characters/event/setting in a story. Listen to stories, accurately, anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction



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			with known letter–sound correspondences.		characters/event/setting in a story.	book is a non-story; it gives information instead.
<b>WORD READING</b> Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW	Sounds Write – Unit 1 & 2  Words for building.  Words for sound swapping.  Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.	Sounds Write – Unit 3, 4, 5 Words for building.  Words for sound swapping.  Sentences for dictation. Vowels and Consonants.  Reading: Blending CVC sounds, rhyming, alliteration.	Sounds Write – Unit 7, 8, 9 Words for building.  Words for sound swapping.  Sentences for dictation.  Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.	Sounds Write – Unit 10, 11. Words for building.  Words for sound swapping.  Sentences for dictation.  Reading: Story structure beginning, middle, end. Innovating and retelling stories to an audience, nonfiction books.	Sounds Write – Unit 11, 12, 13  Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.	Sounds Write – Unit 13. Recap Units 8, 9, 10, 11, 12 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments

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<b>WRITING</b> Texts may change due to the children's interests	<b>Texts as a Stimulus:</b> Elmer, Owl Babies, Tilda Tries Again. What You Can Do If You Feel Lonely.  Children will be experimenting with mark - making and writing patterns in a range of mediums. They will begin	<b>Texts as a Stimulus:</b> Rainbow Fish, Why Is It Kind to Share, Christmas Story, Rama and Sita, The Gingerbread Man, The Enormous Turnip, Little Red Hen, Tiger Who Came to Tea.  Labelling using initial sounds. Orally telling	<b>Texts as a Stimulus:</b> How to Catch a Star  Come and Visit the Moon.  Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided	<b>Texts as a Stimulus:</b>  Hungry Caterpillar  The Angry Ladybird  The Caterpillar Who Learnt to Fly  Insect Soup  Drawing and labelling our own story maps, writing captions and labels,	<b>Texts as a Stimulus:</b> Jasper's beanstalk' by Nick Butterworth  How to grow a bean  Fletcher and the Spring Time Blossoms  Plant the Tiny Seed  Jack and the Beanstalk	<b>Texts as a Stimulus:</b> The Three Billy Goats Gruff  . The Three Billy Goats Gruff  Should We Save The Trolls?  What the Ladybird Heard  A squash and a Squeeze  Teenie Tiny Farmer  Little Blue Truck





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	to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing practice.	stories sometimes with adults acting as scribes Writing CVC words to label characters from the Little Red Hen and The enormous turnip. Writing simple captions about pictures from traditional tales e.g., it is a hen. Help children identify the sound that is tricky to spell. Sequence stories such as The Tiger that came to tea/Christmas story.	writing based around developing short sentences about space, short burst writing and re-writing own stories.	writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Write 2 sentences	Writing lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.  Recount past activities with Weekend News.	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description.
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<b>Mathematics</b>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<b>Getting To Know You</b> <ul style="list-style-type: none"> <li>• Counting Skills</li> <li>•Recognising Numerals</li> <li>•Linking Numerals to set amounts.</li> </ul> <b>Just Like Me</b>	<b>It's Me 1,2,3.</b> <ul style="list-style-type: none"> <li>• Representing 1,2,3.</li> <li>•Comparing 1,2,3.</li> <li>•Composition of 1,2,3.</li> <li>•Circles and Triangles.</li> </ul>	<b>Alive In 5</b> <ul style="list-style-type: none"> <li>• Introducing Zero</li> <li>•Comparing Numbers to 5.</li> <li>•Compare Mass</li> <li>•Compare Compacity.</li> </ul>	<b>Growing 6,7,8.</b> <ul style="list-style-type: none"> <li>•Combining two groups.</li> <li>•Length and Height.</li> <li>•Time</li> </ul> <b>Building 9 &amp; 10.</b>	<b>To 20 and Beyond</b> <ul style="list-style-type: none"> <li>• Consolidating Key Skills; Subitising, Counting, Composition, Sorting and Matching &amp; Comparing and Ordering</li> <li>•Building Numbers Beyond 10.</li> </ul>	<b>Find My Pattern</b> <ul style="list-style-type: none"> <li>• Consolidating Key Skills; Subitising, Counting, Composition, Sorting and Matching &amp; Comparing and Ordering.</li> <li>•Doubling</li> <li>•Sharing and Grouping</li> <li>•Even and Odd.</li> </ul>



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<ul style="list-style-type: none"> <li>• Match and Sort</li> <li>• Comparing Amounts</li> <li>• Compare Size, Mass &amp; Capacity</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Awareness.</li> <li><b>Light and Dark</b></li> <li>• Representing 4 &amp; 5.</li> <li>• Comparing 4 &amp; 5.</li> <li>• Composition of 4 &amp; 5.</li> <li>• One more, One Less</li> <li>• Shapes with Four Sides.</li> <li>• Night and Day</li> </ul>	<p><b>Growing 6, 7, 8.</b></p> <ul style="list-style-type: none"> <li>• Representing, Comparing and Composition of 6, 7, 8.</li> <li>• Making Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Representing numbers to 9 and 10.</li> <li>• Comparing numbers to 10.</li> <li>• Bonds to 10.</li> <li>• 3d Shapes</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Numbers Beyond 10.</li> <li>• Spatial Reasoning.</li> <li><b>First, Then, Now.</b></li> <li>• Adding More</li> <li>• Taking Away</li> <li>• Spatial Reasoning.</li> </ul>	<p><b>On The Move</b></p> <ul style="list-style-type: none"> <li>• Patterns and Relationships.</li> <li>• Spatial Reasoning</li> <li>• Deepening Understanding of problem solving.</li> </ul>
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>All about me!</b>	<b>Far, Far Away!</b>	<b>To Infinity and Beyond!</b>	<b>Bug Ball</b>	<b>Let's Grow!</b>	<b>Down on the Farm</b>
UNDERSTANDING THE WORLD Science History Geography Festivals	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>• Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. • Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about what they have done with their families during Christmas' in the past.</li> <li>• Show photos of how Christmas used to be celebrated in the past.</li> <li>• Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they</li> </ul>	<ul style="list-style-type: none"> <li>• Will it sink will it float? Experiments and looking at materials.</li> <li>• What would it be like to visit the moon? Light and Dark, what is it how does it affect us. Looking at reflection.</li> <li>• What are stars? Which star is the most important in our planet? • Which planet do</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about insects, where they live, what they look like, what they like to eat, life cycles.</li> <li>• Building a 'Bug Hotel'. • Encourage interactions with the outdoors. • Look for children incorporating their understanding of the</li> </ul>	What does a plant need to grow? Why do plants need water and sunlight? What are the parts of a plant?  Where do plants grow? Are all seeds the same?  What do plants grow into?	What is it like on the farm?  What animals produce food? What are baby mammals called on the farm? What do animals eat? What came first the chicken or the egg? Why do farms have animals? Do animals



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<p>people who are familiar to them. •Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>•Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p><b>What are the different places of worship?</b> To understand that different religions attend different places of worship.</p>	<p>are in need. •Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking)</p> <p>•Can name and explore their 5 senses, explaining in simple terms what their 5 senses are</p> <p><b>What objects are special and why?</b> To recognise and name some objects that are special to different religions</p>	<p>we live on? What makes Earth so Special? Looking at countries and special places the children have visited.</p> <p>• What would it be like to live on a different planet? Discussing the weather and effects this may have on the planets.</p> <p><b>Why do we have Celebrations?</b></p> <p>To be aware that festivals are special times for different people and describe how people celebrate some religious festivals</p>	<p>seasons and weather in their play.</p> <p>•Introducing map of the school grounds and following directions.</p> <p><b>How do people’s beliefs make a difference to what they wear?</b></p> <p>To be able to talk about groups they belong to and be aware that other children belong to different groups</p>	<p><b>How can we show respect to each other?</b> Have a growing respect and understanding their own and others family backgrounds,</p>	<p>produce anything other than food?</p> <p>• Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p> <p><b>What can we learn from symbols?</b></p> <p>To begin to think about the fact that some symbols are special to people because they are about beliefs and practices.</p>
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<b>All about me!</b>	<b>Far, Far Away!</b>	<b>To Infinity and Beyond!</b>	<b>Bug Ball</b>	<b>Let’s Grow!</b>	<b>Down on the Farm</b>
<b>EXPRESSIVE ARTS AND DESIGN</b>	Join in with familiar songs. Beginning to mix primary colours to make secondary colours. Joins in with role play games and uses resources available for props; build models using construction equipment. Sing call-and-response songs, echoing phases adults sing. Self-portraits, junk	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Listen to music and make their own dances in response. Clay diva lamps, Firework pictures, Christmas decorations, Christmas cards, Christmas	Creating collages, models and paintings linked to the solar system. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g., creating planet collages, model solar systems. Making paper lanterns, Chinese	Children will use a range of materials and resources to learn new skills to build 3d art and sculptures. They will work independently as well as part of a team.  Corner role play. Artwork themed around minibeasts. Provide a wide range	Provide children with a range of materials for children to construct with. Creating different types of flowers, trees or their own gardens.  Making wind chimes, sculptures and items to be added to our garden outside. Children will explore movement and	Make a scarecrow to sit in our garden. Using a range of materials and tools. Using materials and tools to create; stick animal puppets to retell stories and nursery rhymes, weaving with wool.  Using paints to create a painting influenced by Girl Tending a Cow in Pasture – Camille Pissarro Father’s Day Crafts.



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	modelling, take picture of children’s creations and record them explaining what they did. Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.	songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party’s and Celebrations Role Play of The Nativity.	writing, puppet making. Chinese music and composition Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different types of glue.	of props for play which encourage imagination dressing up, instruments, puppets etc.  <i>Artists – Claude Monet &amp; American artist Christopher Marley works with insects, minerals, birds, serpents and more.</i>	music through weather as an influence.  Using paints (water colours and acrylic) to create a painting influenced by Emil Nolde, <i>Flower Garden (O)</i> , 1922	Reception Assembly.  Children to learn songs linked with farm animals and to prepare for their reception assembly  There's A Sunflower In My Supper
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EARLY LEARNING GOALS End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p><b>ELG: Word Reading</b></p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>



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<p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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