








Curriculum Overview

Reception

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Main Theme	Once Upon a Time! <i>Traditional tales</i>	Walking around the zoo! <i>Zoo animals</i>	Travel through London. <i>Transport/local area/cities</i>	Are We There Yet? <i>Journeys and life cycles</i>	How does your garden grow? <i>Pets/ minibeasts/ farms</i>	We could be heroes! <i>People who help us and healthy eating</i>
Communication and Language 	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p><i>Listen attentively and respond to what they hear with relevant questions and comments.</i></p>	<p>Learn new vocabulary.</p> <p>Describe some events in detail.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</i></p>	<p>Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Use new vocabulary throughout the day.</p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text.</p> <p>Use new vocabulary in different contexts.</p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect ideas or actions together using a range of connectives.</p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas.</i></p>	<p>Learn rhymes, songs and poems.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><i>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 from the teacher.</i></p>
Personal, Social and Emotional 	<p>See themselves as a valuable individual.</p> <p>Manage their own hygiene needs.</p> <p><i>Set and work towards simple goals.</i></p>	<p>Build constructive and respectful relationships.</p> <p><i>Work and play co-operatively and take turns with others.</i></p> <p><i>Know right from wrong and try to behave accordingly.</i></p>	<p>Express their feelings and consider the feelings of others.</p> <p><i>Form positive attachments to adults and friendships with peers.</i></p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Be confident to try new activities and show independence, resilience</i></p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p><i>Show sensitivity to their own and to others' needs.</i></p>	<p>Know and talk about the different factors that support their overall health and well-being.</p> <p><i>Manage their own basic hygiene and personal needs.</i></p> <p><i>Give focused attention to what the teacher says, responding appropriately.</i></p>

				<i>and perseverance in the face of a challenge.</i>		
<p>Physical Development</p> 	<p>Multi Skills – Throwing and Catching Throw larger balls and beanbags into space. Drop and catch with two hands. Throw and roll a variety of beanbags and larger balls into space.</p>	<p>Multi Skills – Aiming/Striking Move a ball with feet. Kick larger balls to space. Attempt to stop a large ball sent to them using feet. Run and stop when instructed. Hit balls with hands. Move around showing awareness of others.</p>	<p>Gymnastics Create shapes showing a basic level of stillness using different parts of the body. Begin to take weight on different body parts. Show shapes and actions to stretch the body. Cope and link simple actions together.</p>	<p>Dance Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.</p>	<p>Multi Skills – Partner and Team Games Share ideas with others. Explore activities making their own decisions in response to a task. Begin to identify personal success.</p>	<p>Yoga / Athletics Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Explore moving different body parts. Follow simple instructions.</p>
<p>Literacy</p> 	 <p>The Gingerbread Man – retelling.</p> <p>Key vocabulary: Piping, hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard, meadow, lane, riverbank and bakery.</p>	 <p>I am going to eat this ant – lists</p> <p>Key vocabulary: Wriggling, stinging, served, smothered, splattered, simmering, scooped, speared, scrumptious, supper, ant, anteater, tongue, smoked, savoury, seared, sundried, sautéed and salami.</p>	 <p>The Naughty Bus – recount</p> <p>Key vocabulary: Full, important, mess, handsome, silliest, lonely, powerful, cosy, tall, traffic, London, buildings, city, passengers, garden, pond, reflection, hook and winch.</p>	 <p>The Journey Home – fiction</p> <p>Key vocabulary: Elements, abandoned, chaotic, embark, enormous, guided, shudder, treacherous, teetered, blustery, hatched, hatchling, coop, sea, rooftop, chimney, gutter, city, mountain and cave.</p>	 <p>Silly Doggy! - fiction</p> <p>Key vocabulary: Wonderful, lovely, shaggy, short, terrible, emergency, sticky, mucky, pretty, secretly, garden, paws, tail and park.</p>	 <p>Supertato – poster</p> <p>Key vocabulary: Flannel, commit, crept, snuck, yelled, summoned, cornered, belonged, escape, rescue, marched, frozen and vegetables.</p>
<p>Maths</p> 	<p>Getting to know you Baseline Just Like Me! Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern</p>	<p>It's me 1, 2, 3! Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and Triangles Positional Language Light and Dark Representing numbers to 5 One more or less</p>	<p>Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity Growing 6, 7, 8 6, 7 and 8 Combining two amounts Making pairs Length and Height Time (2)</p>	<p>Building 9 and 10 Counting 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns</p> <p>Consolidation</p>	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, then, now Adding more Taking away Spatial reasoning 2</p>	<p>Find my pattern Doubling Sharing and grouping Even and Odd Spatial reasoning 3 Visualise and build On the move Deepening understanding Patterns and relationships Spatial mapping (4)</p>

		Shapes with 4 sides Time			Compose and decompose	Mapping
<p>Understanding the World</p> 	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Comment on images of familiar situations in the past.</p> <p><i>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.</i></p>	<p>Understand the effect of changing seasons on the natural world around them (Autumn/Winter)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Name and describe people who are familiar to them.</p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>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.</i></p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p><i>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</i></p>	<p>Understand the effect of changing seasons on the natural world around them (Spring/Summer)</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>	<p>Understand that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community.</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p>
<p>Expressive Art and Design</p> 	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>Share their creations, explaining the process they have used.</i></p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><i>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><i>Sing a range of well-known nursery rhymes and songs.</i></p>	<p>Develop storylines in their pretend play.</p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Make use of prop and materials when role playing characters in narratives and stories.</i></p>

<p>RE</p> 	<p>God's World Know God made us and we are special. Look after God's world. Simple acts of Worship. Understand Creation.</p>	<p>God's Family Know we belong to a school family. Understand our gifts and how we can help others. Celebrate Christmas and the birth of Jesus.</p>	<p>Getting to know Jesus Know that Jesus can cure people. Know that we can love and share. Wedding at Cana. Understand Jesus is God's son.</p>	<p>Sorrow and Joy Know we can say sorry and forgive others. Ask Jesus to help when we are sorry. Know we should always be kind to each other.</p>	<p>New Life Know that Jesus rose from the dead at Easter. Understand why Easter stories are important. Retell the story of the Ascension. Know Jesus brings peace and joy.</p>	<p>The Church Know that people go to Church to speak to God. Know we all belong to a church. Know that Church is a holy place. Know Sunday is special. Tabernacle.</p>
<p>RSE/PSHE</p> 	<p>Created and Loved by God. Religious Understanding. Me, my body, my health. Emotional wellbeing.</p>		<p>Created to love others. Religious Understanding. Personal relationships. Keeping safe.</p>		<p>Created to live in community. Religious Understanding. Living in the wider world.</p>	
<p>P4C</p> 	<p>Children to understand the key listening skills to partake in P4C lessons. Children to introduce fist thoughts and ideas in circle time.</p>		<p>Children to ask wondering questions based on a stimuli. Children to understand listening and respect to others when talking. Children grow in confidence in P4C sessions.</p>		<p>Children to be confident in listening to others and sharing their ideas. Children to explain more of their reasons behind why they think a certain way. Children enjoy more P4C sessions.</p>	