

CURRICULUM OVERVIEW

Reception 2022-23



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me!	Night and Day	All creatures great and small	Ticket to ride	Come outside	Once upon a time
Drivers	PSED	Understanding the world	Understanding the world	PSED	Understanding the world	Communication and Literacy
Hook	Teddy bears picnic Everywhere bear going home each weekend	<i>Bonfire Night</i> <i>Christmas</i> <i>Pyjama day</i>		Treasure hunt	Lulling stone Country Park School Trip	Dressing up as Fairy tale character
Trip / Visitor				Visit to local bus garage Trip to Pizza Express		
Parental involvement	Home visits Play and stay sessions Open afternoon	Fine motor workshop Parents Evening Nativity Christmas craft afternoon	Phonics workshop Play and stay session	Parents evening Parents invited to Pizza Express		Share a story session Open afternoon Sports Day
Core Text	Ruby's Worry The Everywhere Bear	Owl Babies Bedtime for Monsters	My Pet Goldfish A Brave Bear	The Train Ride Naughty Bus	Erol's Garden Yucky Worms	No Dinner Gruffalo
Writing Outcomes	Mark making Name Writing	To write a list	Write captions	To write a postcard	Write simple sentences	Write simple sentences
Literacy Comprehension	Join with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Children to give meaning to	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images Retelling of stories. And orally retelling new stories. use vocabulary of beginning, middle and end.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words. Books will be available for	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	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 is a non-	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.

	the marks they make.	Children will enjoy an increasing range of books	children to share at school and at home.		story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.
Literacy Reading	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting.	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.		Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced. Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.		Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
Literacy Writing	Name writing and children to give meanings to the marks they make.	Name writing, labelling using initial sounds, story scribing and writing lists	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Guided writing based around developing short sentences in a meaningful context. Create a story board.	Writing recipes, 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 of trip to Pizza Express	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles	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 – The Gruffalo

Maths	Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison		Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.		Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
Personal, social, and emotional	See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	What makes a good friend? Healthy me Looking after pets Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	What makes a good friend? Random acts of Kindness Looking after pets Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Looking After our Planet Healthy me	Taking part in sports day - Winning and losing Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Communication and language	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Sharing facts about me! Shared stories Model talk routines through the day. For example, arriving in school: "Good	Develop vocabulary Retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Ask how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Participate o small and class discussions Sustained focus when listening to a story	Children to offer explanations of what things might happen using recently introduced vocabulary. Model the use of conjunctions when speaking.	Children to express their ideas and feelings using full sentences, using the past, present and future tenses.

	morning, how are you?"	Choose books that will develop their vocabulary.	familiarity and understanding. Learn rhymes, poems and songs.			
Physical development	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 incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. 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.					
	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand and model correct letter formation for children to copy.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
Understanding of the world	Talk about what they do with their family and places	Nocturnal animals making sense of	Chinese New Year	Trip to local bus garage. Discuss what we will see on	Introduce children to recycling and	

	<p>they have been with their family.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>different animals and habitats</p> <p>Recognise and sequence daily routines</p> <p>Can talk about what they have done with their families during Christmas in the past</p>		<p>the journey and how we will get there.</p> <p>Discuss how children travel to school and what mode of transport they use</p> <p>Look at the differences between transport in this country and one other country.</p> <p>Children to look at features on maps and differentiate between land and water</p> <p>Use and program BeeBots</p>	<p>how it can take care of our world.</p> <p>Build a bug hotel</p> <p>Draw children's attention to the immediate environment, modelling new vocabulary.</p> <p>Encourage children to foster curiosity and use their senses to explore.</p> <p>Plant seeds and observe changes</p> <p>Name and identify the characteristics of a range of minibeasts</p>	
Expressive arts	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Take picture of children's creations and record them explaining what they did.</p>	<p>Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p>	<p>Design and make vehicles – rockets, cars, bus'.</p> <p>Mother's Day crafts Easter crafts</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Provide a wide range of props for play which encourage imagination</p>	<p>Fathers' Day crafts/cards</p>

		Role Play Party's and Celebrations Role Play of The Nativity Shadow Puppets	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.			
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