
















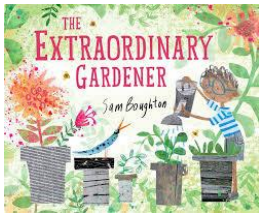
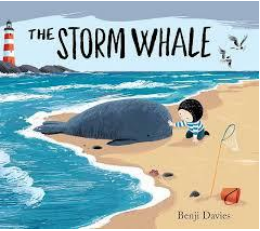



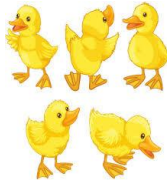





# Reception Curriculum Overview











Parish Church of England Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme</p> 	<p>All about me</p>  <p>"As we start school, it is important to learn all about myself and how I am an important member of my new class."</p>	<p>Celebrations</p>  <p>"As Christmas approaches, let's explore celebrations from our own and other cultures."</p>	<p>Heroes and Helpers</p>  <p>"What do we do when we need help? We learn about the people who help us in our school, community and through the emergency services."</p>	<p>Amazing Animals</p>  <p>"Time to nurture our curiosity and learn how all animals are different and about their habitats."</p>	<p>Growth and Change</p>  <p>"As the weather gets warmer, we spend time outdoors noticing the plants and animals we see."</p>	<p>Where in the World?</p>  <p>"The school year is nearly over, time to pack up the home corner and go on holiday but where shall we go?"</p>
<p>Links to Rainbow Promises</p>	<p>Healthy Eating Stay and Play (WB 13/10) Links to journey driver Well-being and Health and prime area of Physical Development</p>	<p>Phonics/Nursery Rhyme Stay and Play (WB 10/11) Links to our Rainbow Promises. Breakfast with Santa (WB 15/12) Creating an experience for all children to enjoy</p>	<p>Trip to the Library (WB 9/02) Link to Literacy development and promoting a culture of reading inside and outside of school</p>	<p>Art for a Cause (WB 23/3) Link to class charity</p>	<p>Maths Stay and Play (WB 27/4) Link to Mathematical development</p>	<p>Transition to Y1 Preparing for future learning</p>
<p>Parental Engagement</p>	<p>Welcome Meeting at Parish Church (WB29/09) Sponsored story at Forest School (WB 20/10)</p> 	<p>Reading by Twilight (WB 24/11)</p> 	<p>-Sponsored Welly Walk at Forest School (WB 26/1)</p> 	<p>- Mother's Day Afternoon Tea (WB 9/3)</p> 	<p>- Sponsored Story (WB 18/5)</p> 	<p>End of Year Assembly Teddy Bears Picnic (WB 15/6)</p> 





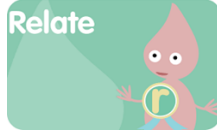

Focus Topics	<p>Starting school My new class New Beginnings Staying healthy - Food Human body - How have I changed? My family What am I good at? How do I make others feel? Being kind</p>	<p>Christmas Birthdays Diwali The Nativity Christmas Lists Letters to Father Christmas</p>	<p>Who helps you? Fireman/Police/Doctor/Nurses/Teacher Careers Clothes Vehicles Caring and helping</p>	<p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats</p>	<p>Plants &amp; Flowers Weather/seasons Does the moon shine? The great outdoors Forest School Make a sculpture: Andy Goldsworthy. Reduce, Reuse &amp; Recycle Fun Science / Materials</p>	<p>On holiday - clothes Where in the world shall we go? Send me a postcard! Marine life Fossils - Mary Anning Seaside in the past Compare: Now and then! Seaside art</p>
Wow Moments	<p>Transition Harvest Exploring our school Making bread Welcome ceremony</p>	<p>Autumn Wak Bonfire Night Remembrance Sunday Children in Need Firefighter Visit Making chocolate biscuits Anti-Bullying Week and Road Safety Weeks Advent</p>	<p>Winter Spotters Chinese New Year Food tasting- different cultures Valentines Day Safer Internet Day Police Officer Visit Big Garden Bird Watch Visit from a member of the community Show the love week</p>	<p>World Book Day Pancake Day Mother's Day Easter St Georges Day Chicks</p>	<p>Mini beast Hunt Growing Sunflowers Eid Caterpillars Planting seeds</p>	<p>World Cup Sports Day Father's Day Transition Posting letters World Oceans Day</p>
English	<p>'The Something' <u>Entertain</u>: Narrative- Losing Something.  (Oral storytelling)</p> 	<p>'Star in a Jar' Inform/Explain- Poster Sentences.  (Initial sounds / CVC Words)</p> 	<p>'Juniper Jupiter' Entertain: Narrative- Superhero Narrative  (Simple sentences- 3 words)</p> 	<p>'Little Red' Entertain- Instructions  (Simple sentences- 3 or 4 words, some special friends)</p> 	<p>'The Extraordinary Gardener' Entertain- Narrative- Transformation Sentences.  (To write and hold simple sentence independently)</p> 	<p>'The Storm Whale' Inform/Explains: Whale Poem Sentences  (To write and hold simple sentence independently)</p> 

	<u>Focus Author:</u> Nick Sharratt <u>Poems:</u> Traditional/Nursery Rhymes	<u>Focus Author:</u> John Burningham <u>Poems:</u> Continued Traditional/Nursery Rhymes and 'These are the hands' by Paul Cookson.	<u>Focus Author:</u> Giles Andreas. <u>Poems:</u> Continued Traditional/Nursery Rhymes and 'Happy Poem' by James Carter.			
	Daily Phonics Sessions. Daily Whole Class Reading Beloved books. Wider Reading events. Poetry/Singing time					
Nursery Rhymes	1, 2, 3, 4, 5 Once I Caught a Fish Alive Alice the Camel Dingle Dangle Scarecrow Pat a Cake Three Blind Mice 	Five Little Monkeys Swining in a Tree Five Currant Buns Baa Baa Black Sheep Humpty Dumpty The Wheels on the Bus 	Old King Cole Miss Polly had a Dolly Five Little Speckled Frogs Doctor Foster The Grand Old Duck of York 	Old MacDonald had a Farm Five Little Ducks Hey Diddle Diddle The Farms in his Den Pop goes the Weasel 	Ten in the Bed Hickory Dickory Dock Little Miss Muffett The was a Crooked Man Do you know the Muffin Man 	Ten Green Bottles Jack and Jill Here we go round the Mulberry Bush Ring a Ring o'Roses 

<p>Mathematics Number</p> 	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>Subitise within 3</li> <li>Practise using their fingers to represent quantities which they can subitise</li> </ul> <p><b>Cardinality, Ordinality and Counting</b></p> <ul style="list-style-type: none"> <li>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Compose their own collections within 4.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Use the language of comparison, including 'more than' and 'fewer than'</li> <li>Compare sets 'just by looking.'</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>Subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul> <p><b>Cardinality, Ordinality and Counting</b></p> <ul style="list-style-type: none"> <li>Continue to develop their counting skills</li> <li>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>Begin to count beyond 5</li> <li>Begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> </ul> <p><b>Cardinality, Ordinality and Counting</b></p> <ul style="list-style-type: none"> <li>Continue to develop verbal counting to 20 and beyond</li> <li>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>Order numbers, linking cardinal and ordinal representations of number.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Continue to compare sets using the language of comparison, and play games which involve comparing sets</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'</li> </ul> <p><b>Cardinality, Ordinality and Counting</b></p> <ul style="list-style-type: none"> <li>Continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>Begin to link even numbers to doubles</li> <li>Begin to explore the composition of numbers within 10.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Compare numbers, reasoning about which is more, using both an understanding of the 'howmany-ness' of a number, and its position in the number system.</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> </ul> <p><b>Cardinality, Ordinality and Counting</b></p> <ul style="list-style-type: none"> <li>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>Continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Explore the composition of 10.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
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<div>Mathematics</div> <div>Shape, Space and Measure</div> <div></div>	<div>Comparing and ordering</div> <div>Sort and compare</div> <div>Ordering from shortest to tallest</div> <div>Investigating height</div> <div>Comparing lengths</div> <div>Ordering by time</div> <div>Time</div> <div>Day and night</div> <div>Ordering events in the day</div> <div>Days of the week</div> <div>Birthdays</div> <div>Making fruit caterpillars- ordinal language</div>	<div>2D Shapes</div> <div>Comparing 2D shapes</div> <div>Comparing squares and rectangles</div> <div>Identifying triangles</div> <div>Identifying squares</div> <div>Triangles and squares</div> <div>Identifying rectangles</div> <div>Making rectangles</div> <div>Identifying circles</div> <div>Making figures using 2D shapes</div> <div>Positional language</div> <div>Navigating and obstacle course</div> <div>Locating items in the classroom</div> <div>Rosies Walk</div> <div>Finding 2D shapes in 3D shapes</div>	<div>Measuring lengths and Height</div> <div>Non-standard units</div> <div>Body parts</div> <div>Comparing heights</div> <div>Estimating and measuring</div> <div>Capacity</div> <div>Empty, full, half full, nearly full and nearly empty</div> <div>Comparing and estimating capacity</div>	<div>2D Shapes</div> <div>Tangram Cat</div> <div>Guess my shape</div> <div>Find my shape</div> <div>Describing shapes</div> <div>3D Shapes</div> <div>Cube</div> <div>Cuboid</div> <div>Cylinder</div> <div>Sphere</div> <div>- Creating and copying 3D constructions</div>	<div>Mass</div> <div>Heavy and light</div> <div>Exploring mass</div> <div>Comparing masses</div> <div>Cooking</div> <div>Using non-standard units to measure mass</div> <div>Money</div> <div>Recognising coins</div> <div>Shopping with coins</div> <div>Combining coins</div> <div>Sharing money equally</div> <div>- Giving change</div>	<div>Volume and capacity</div> <div>Describing different volumes of liquids</div> <div>Finding the volume of liquid in a container</div> <div>Comparing capacity</div> <div>Capacity of everyday objects</div> <div>- Quantifying capacity</div>
<div>Understanding the World</div> <div>(The discipline of Science)</div> <div></div>	<div>Managing Self - Our Body</div> <div>Healthy foods</div> <div>Exercise</div> <div>Looking after our teeth</div> <div>Keeping clean</div> <div>Naming parts of the body</div>	<div>Changes in the natural world (Seasons)</div> <div>Autumn</div> <div>Winter</div> <div>Freezing objects</div> <div>Melting objects</div>	<div>The wider world (Habitats)</div> <div>Arctic animals</div> <div>Camouflage</div> <div>Animal habitats</div> <div>Nocturnal animals</div>	<div>Changes in the natural world (Animals/Plants)</div> <div>Simple parts of a flower</div> <div>Seed planning</div> <div>Caterpillar lifecycle</div> <div>Insects</div>	<div>Changes (Materials/States of Matter)</div> <div>Shadows</div> <div>Magnetic objects</div> <div>Floating and sinking</div>	
<div>Understanding the World</div> <div>(The discipline of RE)</div> <div></div>	<div></div> <div><div><div>I am Special</div><div>Harvest</div><div>Christmas</div><div>Diwali</div></div><div></div><div><div>Stories Jesus Heard</div><div>Chinese New Year</div><div>Stories Jesus told</div><div>Easter</div><div>Holi</div></div><div><div>Friendship</div><div>Special Places</div><div>Ramadan</div><div>Special Times</div></div><div></div></div>					

<p>Understanding the World (The discipline of History/Geography)</p> 	<p>Changes to Toys</p> <p>My favourite toy Toys from the past Old Toys</p>	<p>Our Local Area</p> <p>Our school Outside Our families Woodland</p>	<p>Kings and Queens</p> <p>Hats Crowns Castles</p>	<p>Life in our Country</p> <p>Landmarks London/St Helens</p>	<p>Inventors</p> <p>Music Telephones Typewriters</p>	<p>Life Around the World</p> <p>Family Tree Comparing where we live Different ways of living</p>
<p>Expressive Arts and Design (The discipline of Art/DT)</p> 	<p>Feeling Connected</p>	<p>Structures</p>	<p>Making Art</p>	<p>Textiles</p>	<p>Exploring the natural World</p>	<p>Food</p>
<p>Physical Development (The discipline of PE)</p> 	<p>Introduction to PE</p>	<p>Fundamentals</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Games</p>	<p>Ball Skills</p>
<p>Expressive Arts and Design (The discipline of Music)</p> 	<p>Mel (Rhymes and Action Songs).</p>	<p>My Stories (Rhymes and Action Songs).</p>	<p>Everyone! (Rhymes and Action Songs).</p>	<p>Our World (Rhymes and Action Songs).</p>	<p>Big Bear Funk (Rhymes and Action Songs).</p>	<p>Perform and Celebrate to Influence Aspirations (Traditional Rhyme Performance).</p>

Personal, Social and Emotional Development (My Happy Mind) 										
<u>Christian Value 25/26</u>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect				
<u>British Value</u>	Democracy	Tolerance of Other Faiths and Beliefs	Mutual Respect	Rule of Law	Tolerance of Other Faiths and Beliefs	Individual Liberty				