





















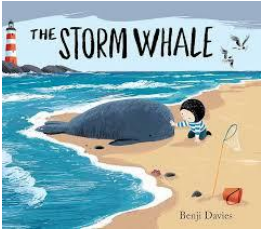



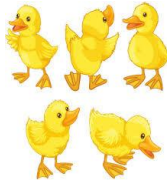





# Reception Curriculum Overview














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' <del>Entertain</del> 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</p> <p>Number</p> 	<p><b>Subitising</b></p> <p>Identify when a set can be subitised and when counting is needed.</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>Spot smaller numbers 'hiding' inside larger numbers.</p> <p><b>Representing numbers</b></p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p>	<p><b>The cardinal of Numbers</b></p> <p>Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.</p> <p>Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.</p> <p>Compare sets of objects by matching</p> <ul style="list-style-type: none"> <li>- Begin to develop the language of 'whole' when talking about objects which have parts.</li> </ul>	<p><b>Subitising</b></p> <p>Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals.</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p> <p><b>Doubling and Halving</b></p> <p>Focus on equal and unequal groups when comparing numbers</p> <p>Understand that two equal groups can be called a 'double' and connect this to finger patterns</p>	<p><b>Odd and Even numbers</b></p> <p>Sort odd and even numbers according to their 'shape'</p> <p><b>Ordering Numbers</b></p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.</p> <p>Order numbers and play track games.</p> <ul style="list-style-type: none"> <li>- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</li> </ul>	<p><b>Counting</b></p> <p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p><b>Number representation</b></p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>Compare quantities and numbers, including sets of objects which have different attributes.</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>-</p>	<p><b>One more &amp; one less</b></p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>- Continue to identify when sets can be subitised and when counting is necessary.</li> </ul> <p>Develop conceptual subitising skills including when using a rekenrek.</p>
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<p>Mathematics</p> <p>Shape, Space and Measure</p> 	<p><b>Comparing and ordering</b></p> <p>Sort and compare</p> <p>Ordering from shortest to tallest</p> <p>Investigating height</p> <p>Comparing lengths</p> <p>Ordering by time</p> <p><b>Time</b></p> <p>Day and night</p> <p>Ordering events in the day</p> <p>Days of the week</p> <p>Birthdays</p> <p>Making fruit caterpillars- ordinal language</p>	<p><b>2D Shapes</b></p> <p>Comparing 2D shapes</p> <p>Comparing squares and rectangles</p> <p>Identifying triangles</p> <p>Identifying squares</p> <p>Triangles and squares</p> <p>Identifying rectangles</p> <p>Making rectangles</p> <p>Identifying circles</p> <p>Making figures using 2D shapes</p> <p><b>Positional language</b></p> <p>Navigating and obstacle course</p> <p>Locating items in the classroom</p> <p>Rosies Walk</p> <p>Finding 2D shapes in 3D shapes</p>	<p><b>Measuring lengths and Height</b></p> <p>Non-standard units</p> <p>Body parts</p> <p>Comparing heights</p> <p>Estimating and measuring</p> <p><b>Capacity</b></p> <p>Empty, full, half full, nearly full and nearly empty</p> <p>Comparing and estimating capacity</p>	<p><b>2D Shapes</b></p> <p>Tangram Cat</p> <p>Guess my shape</p> <p>Find my shape</p> <p>Describing shapes</p> <p><b>3D Shapes</b></p> <p>Cube</p> <p>Cuboid</p> <p>Cylinder</p> <p>Sphere</p> <p>- Creating and copying 3D constructions</p>	<p><b>Mass</b></p> <p>Heavy and light</p> <p>Exploring mass</p> <p>Comparing masses</p> <p>Cooking</p> <p>Using non-standard units to measure mass</p> <p><b>Money</b></p> <p>Recognising coins</p> <p>Shopping with coins</p> <p>Combining coins</p> <p>Sharing money equally</p> <p>- Giving change</p>	<p><b>Volume and capacity</b></p> <p>Describing different volumes of liquids</p> <p>Finding the volume of liquid in a container</p> <p>Comparing capacity</p> <p>Capacity of everyday objects</p> <p>- Quantifying capacity</p>
<p>Understanding the World</p> <p>(The discipline of Science)</p> 	<p>Managing Self - Our Body</p> <p>Healthy foods</p> <p>Exercise</p> <p>Looking after our teeth</p> <p>Keeping clean</p> <p>Naming parts of the body</p>	<p>Changes in the natural world (Seasons)</p> <p>Autumn</p> <p>Winter</p> <p>Freezing objects</p> <p>Melting objects</p>	<p>The wider world (Habitats)</p> <p>Arctic animals</p> <p>Camouflage</p> <p>Animal habitats</p> <p>Nocturnal animals</p>	<p>Changes in the natural world (Animals/Plants)</p> <p>Simple parts of a flower</p> <p>Seed planning</p> <p>Caterpillar lifecycle</p> <p>Insects</p>	<p>Changes (Materials/States of Matter)</p> <p>Shadows</p> <p>Magnetic objects</p> <p>Floating and sinking</p>	
<p>Understanding the World</p> <p>(The discipline of RE)</p> 	  <p>I am Special</p> <p>Harvest</p> <p>Christmas</p> <p>Diwali</p> 	  <p>Stories Jesus Heard</p> <p>Chinese New Year</p> <p>Stories Jesus told</p> <p>Easter</p> <p>Holi</p> 	   <p>Friendship</p> <p>Special Places</p> <p>Ramadan</p> <p>Special Times</p> 			

<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				